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## The Coming of Craftsmanship.\*

By WALTER J. KENYON, San Francisco State Normal School, California.

The brightest outlook for the early future of manual training is toward the effective coalition of the industrial idea and the art idea in education. The seemingly simple solution of this problem has baffled much earnest striving from the outset. A sort of guild Jingoism has actuated the industrial end of the line, expressing itself in a disregard for the art idea and a distrust of its votaries. On the other hand the form and color contingent has had its share of guild limitations, and neither side has been acutely conscious of educational requirements as the determining factor in its work. A gulf has therefore yawned between the two and it has yet to be bridged in any concrete way. Encouragement is to be found in a strong and growing conviction of the need; and also in some very practical experiments which are being carried on.

We need, in this matter, the genial endorsement of school men in general. A little tolerant good fellowship can do no harm; and the other policy can at most only retard a movement which is certainly destined to persist and establish itself. Any student of history can see that. We are barely emerging from the frontier stage of our national life. But the schools must squarely face the fact that we are emerging. The sharp necessities of a young civilization give to all of its activities the crude cast of utility. And utility, not necessarily inartistic, yet becomes so when overcast with a commercialism which is without parallel in history. We have sacrificed all things to expediency just as pioneers must of necessity do; and to-day we parade the most ghastly barrenness of art to be seen in Christendom. To say it will always be so is to speak with a child's perspective. Art comes inevitably with maturity in the life of any nation. And he who runs may read its prophecy for our own country. The savage remains a savage because he accepts the present as the absolute and permanent standard of living. The higher types differ from him in maintaining a general expectancy of better things. And it is one function of education to bring about this attitude of expectancy toward the to-morrow by which inventive effort is stimulated. It is our refusal to accept the forms of to-day as finalities that characterizes us as civilized. As has been previously noted, it devolved upon the business men of the country to force into the schools the innovation of industrial training. For very shame's sake let not history repeat itself by the same agency's having to force into the industrial courses the refining influence of art. Let him whose slogan is utility not overlook the fact that refinement carries a higher utility which is none the less marketable but more so.

Prin. E. W. France, of the Philadelphia Textile school, is in the closest possible touch with one of America's leading enterprises—the great textile industry that affords one-half the vitality of the Atlantic seaboard. To him the situation is this:

"It is not, after all, on the side of science that our industrial needs are most important to-day. It is upon the side of art. It is in matters of taste that we need training the

most; it is the artistic element that constitutes the charm of textile productions and enables the good goods to hold the market. No amount of cheapening of processes can compensate for the absence of this quality, and no amount of merely technical education or mechanical skill can supply this want. The product of foreign looms is commanding our market, not because it is cheaper, but because it is more beautiful; and it is more beautiful not because of the employment of better machinery or more economical methods of production, but because its character is determined by a finer taste. The infusion of this element of beauty into our products in the future means training in art for the men who are to do the work, and it cannot possibly mean anything else. Especially there should be early work in color, which, by the way, is persistently and consistently neglected in most schools until the last stages of the student's career. Its profitable employment may long precede any skill in drawing which is worth talking about."

Theodore Search says, in a similar vein:

"With consummate skill and energy we have developed the commercial side of our industries, but there remains a tremendous hiatus between the office and the loom which has seldom been successfully bridged. We must have designers who not only know how to repeat a design made by somebody else, but who are able to originate designs that are artistic in the highest sense of the term."

While these sentiments are voiced out of the textile industry the universality of their application must be obvious to every mind. Wherever the artisan applies his hand he applies it in the terms of form and color. And to exclude form and color from the list of unchallenged rudiments has been the greatest of our educational blunders.

Mr. Augsburg puts it very happily as follows:

"Drawing is the common language of the trades and arts, —the universal medium of human industry. It is the chief hand-maiden of the engraver, etcher, and lithographer; it is used to plan the work of the carver, modeler, and sculptor. The decorator uses it in embroidery, tapestry, lettering, and frescoing; it is the recorder of the designer, engineer, and architect; it is common in the blacksmith, carpenter, and machine shops; the builder, the promoter, and the contractor depend on it as their chief guide; and the great mills, shops, and factories would soon come to a standstill without its guidance. By its unerring direction cities are made, steamers are built, vessels sail the seas, bridges span rivers, railroads cross continents, and temples point toward heaven. In fact, drawing is the great language of making—the common language of modern industry. Every manufactured thing and all the mechanism of manufacture of this teeming industrial age must first be expressed on paper in the language of form. All the millions of busy hands in the industrial world are directed by the drawing, and without it the revolving wheels of industry would cease."

Commissioner Harris, writing upon this question of industrial art, says:

"Some nations, like the French, for example, have educated their working classes for many generations in this matter of taste, and it has become a second nature. Other nations, the Anglo-Saxon among them, are not naturally gifted with a taste for the production of the beautiful, but rather with a tendency to look for the dynamic, the lines of force rather than of freedom. They are content to produce what is strong and durable and useful. But this has led them to the discovery that they must also be content with inferior places in international expositions, and with a virtual exclusion from the markets of the world. Only a high tariff can force any considerable consumption of useful articles of clumsy and unsightly shapes."

Dr. Harris is to be thanked here for placing art education upon a basis of commercial utility. He makes it

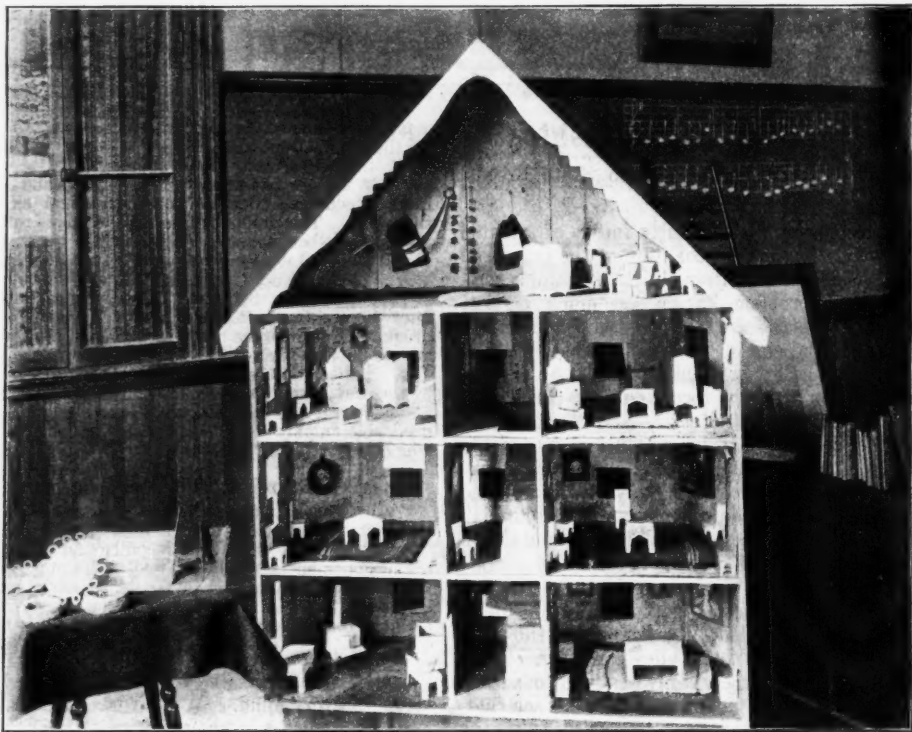
\* This is the third and last installment of the series begun March 21 under the title, "The Drift of Manual Training."

† The Importance of the Artistic Element in Textile Education. Edw. W. France. Philadelphia, 1897.

possible, moreover, to ascribe the lower reaches of art—what might be called the science of art—not alone to temperament but to training. And he fittingly rebukes our ill-shaped elementary education by laying upon it the shame we bring home from the markets of the world.

A typical case in point is the career of Charles L. Tiffany. He forced his enterprises along with the inveter-

therefore, the mark of a short-sighted policy to say that art, broadly, is extraneous to the scope of the public school. It behooves us rather to seek out possible points of contact at which we can make our courses of study more responsive to the actual calls of life than they can at present claim to be. When our public schools instill the grammar of form and color as assiduously as they do now the gram-



A PLAY HOUSE.

The interest of the children of the primary school connected with the State Normal school at Hyannis (Mass.) was focused for some time on the play house pictured here. The frame was constructed by the manual training class and the children made the furniture. The house was made the basis of study of life in other countries by comparing and contrasting other homes with this.

ate idea that art and commerce do not naturally lie apart, but are normally a unit. His biographer, Mr. Stoddard, writes:\*

"There yet lingers, in the minds of many men, a remnant of the old semi-barbaric idea that there is a natural separation between the fine arts and good business management. A better understanding grows more and more into general acceptance, but art and good taste are not intelligently studied as servants of success, except within the limits of a few peculiarly developed lines of business. Their possible application has hardly any limit. If it were made, as it eventually must be, a wide range of occupations would become vastly useful also as educational and refining processes."

These various expressions argue two points: first that art is only a higher aspect of utility and second that art, conveyed in form and color, is an avocational rudiment, quite as fundamental as the three r's. In our social rounds we find one home a delight to the senses while another defies adjectives in its pathetic ugliness. The difference is largely lodged in the effects of color and attributes that usually go with it. Art is a ceaseless striving after more enjoyable aspects of home and civic life. Out of this striving result mannerisms, exaggerations, and affectations which afford the cynically disposed a fair target of attack. But a broader and more tolerant attitude perceives other results which constitute the very foundations of civilized enjoyment and beside which the foibles of art lose magnitude. It seems,

mar of diction, we may hope to find the markets of the world acknowledging us in the matter of quality as well as that of quantity; and our imports will fall off accordingly. The situation calls for a revision of the rudiments. And in that revision color and form may hope for the recognition which conservatism is now withholding, for no reason save a sluggish adherence to tradition and a supposed expediency.

#### Versatility.

In conclusion let us urge a greater versatility in the course of study. Let us say with President Baker, in



A bed of Cosmos, raised by children in the second grade of the Hyannis (Mass.) Normal School, W. A. Baldwin, principal.

\* "Men of Achievement." W. O. Stoddard.



Second Grade Garden. A typical flower-bed, planted and cared for by children of the Hyannis (Mass.) Normal School.

his minority report: "An education which gives a view in all directions is the work of the elementary and secondary schools." Here is a sentiment that will live after all our little tentative theories and policies have gone to their own places, for it has the breath of life within it. The educational creed that turns aside from versatility cannot be maintained. "The school," as Dewey says, "is not a preparation for life. It is life." Or in Woodward's way of saying it, "Put the whole boy to school." It is doubtful if an educationist can ever again say as much in six words. If we ever really put the whole boy to school—we have never done it yet—we shall remember first the "many-sidedness" that Herbart emphasized. We must substitute the many impingements for the few. If the end of education is intensiveness and specialization, yet its beginning lies in extensiveness and versatility. The successful school must achieve two positive results. On the one hand it must reveal the world to the pupil; on the other it must reveal the pupil to himself. We cannot honestly claim to be doing either of these things at present. Our intensive and narrowly circumscribed drills cover too much of his life. He pays too much for what he gets. Be the discrepancy where it may, the plea is still for versatility. There are so many windows thru which the pupil might look out upon the world; and we have opened so few! The recitation room is a cave of faint echoes. Echoes of an unavailable past. Echoes of an excluded present. The pupil in the laboratory alone is self-active amid sounding realities. He feels the thrill of participancy and accomplishment. And like Thompson Seton on the trail of the Sandhill Stag he feels that "these are his golden days."

### Consolidation of Schools.

In Greene county, Georgia, three schools were consolidated. Wagon frames and horses were purchased by the county and the contract was made for the daily transportation of children at five cents per head. Previous to consolidation the daily cost of maintaining the three schools was 17½ cents per pupil. The daily cost after consolidation, including that of carrying the children to school, is only 12½ cents per pupil.

In Washington county, Georgia, two other small school districts were added to the territory of a district. The twenty-six pupils, who lived too far away to walk, were carried to the consolidated school at a cost of \$130 for the term. The result was that the efficiency of the school was increased and the interest of the people aroused. The consolidated school pays its principal \$90 per month, formerly \$30.

In Durham county, North Carolina, three schools were consolidated into one central school. Before the consolidation the total average daily attendance at the three schools was about fifty-five pupils. After the consolidation the school term was lengthened and the average daily attendance increased to eighty pupils.

In Florida, Duval county has closed fourteen schools, transports one hundred and seventy-six pupils at \$303 per month, pays \$145 per month for extra teachers employed in the central schools and saves \$42 per month on the new plan.

In Iowa, Winnebago county, forty-nine pupils are carried from two and a half to five and a half miles, saving \$486 per year on closing four schools.

Nebraska saves \$70 a month; Kingsville, Ohio, saved over \$1,000 in three years; Victoria, Australia, saved \$70,000 a year by closing two hundred and forty-one small schools.

### Summary of Advantages.

These are the advantages arising from consolidation of small districts and the transportation of pupils:

1. The health of the children is better, the children being less exposed to stormy weather.
2. Attendance is from 50 to 150 per cent. greater, more regular, and of longer continuance. There is neither tardiness nor truancy.
3. Fewer teachers are required, so better teachers may be secured and better salaries paid.
4. Pupils work in graded schools and both teachers and pupils are under systematic supervision.
5. Pupils are in better school-houses, where there is better heating, lighting, and ventilation, and more appliances of all kinds.
6. Better opportunity is afforded for special work, such as music, drawing, etc.
7. Cost in nearly all cases is reduced. This includes cost and maintenance of school buildings, apparatus, furniture, and tuition.
8. School year is often much longer.
9. Pupils are benefited by a widened circle of acquaintance and the culture resulting therefrom.
10. The whole community is drawn together.
11. Public wagons used for children in daytime may be used to transport their parents to public gatherings in the evenings.
12. Transportation makes possible the distribution of mail thruout the whole township daily.
13. Finally, the farm becomes, as of old, the ideal place on which to bring up children, enabling them to secure the advantages of centers of population and spend their evenings and holiday time in the country in contact with nature and work, instead of idly loafing about town.

### Rural School Conditions.

By W. S. DEFFENBAUGH, Leechburg, Pa.

In order to get a right view of rural school conditions let us take a typical, actual case. As I am best acquainted with the schools of Pennsylvania I may be pardoned for drawing my illustration from this state.

A school board consisting of farmers or laborers is elected who are, as a rule, good, conscientious men, desiring to serve the public. Too often they think the public is best served by saving money. This is done in part by hiring teachers as cheaply as possible. As a result, boys and girls without judgment are placed in charge of the training of precious, immortal minds.

The school buildings are poorly constructed. Not many buildings cost more than eight hundred dollars, furniture included. Most cost several hundred dollars less.

The buildings are heated by stoves placed near the center of the room, with the result that pupils sitting near the stove on cold days are roasted, and those sitting near the windows are frozen. The only means of ventilation are the windows, without any apparatus attached to secure fresh air.

The apparatus for teaching the different subjects?—Usually these are a few worthless charts bought from





Transportation Wagon used in Springfield Township, Ohio (Spring and Fall Dress). A. B. Graham, Superintendent of Schools.

some hustling agent in need of ready money. Sometimes a few good charts get into the school, but rather more by accident than by design.

The school grounds consist usually of a few square rods of muddy ground, unfenced. At noon each boy carries on his boots about a pound of this mud into the school-room. It is often so muddy around the door that if the mud has been removed from the feet a new supply clings to them. I attended a school of this kind (it still exists) and I know that there are many more like it.

Should not the school-room be just as cheerful a place as the best home in the community? There should be pictures on the walls, not coffee cards, but pictures. The school grounds should be just as carefully cared for as the best lawns in the township. During the summer months the grounds should be full of flowers that will be in bloom when the school opens in September. A large space should also be set apart for a playground.

If the grounds and rooms were well kept, would it be such a task for boys and girls to return to school after the summer holidays? Would we see so many disgusting verses written on the buildings? Farmers provide for their fancy stock the best of shelter. Why should they neglect to provide the best surroundings possible for their sons and daughters?

Buildings and apparatus, necessary as they are, must not be compared in importance with the teacher as a means of education. Some teachers will have a good school in a log cabin, because they put such a spirit into their work that they cause the rough logs to be forgotten. No doubt the same teacher would have a better school in a first-class building. We must remember one thing, however, the teacher is the vital life-giving force of the school; all else is only the skeleton.

Let us now consider the teaching force of the country schools. What is the condition? There are some teachers who are doing good, honest work. Indeed, we may say that most of them are doing their best. But they lack preparation and training in the subjects that they profess to teach. Not many teach more than four or five years in the country districts, because the wages are so low that a man cannot live as he should. Thus, the teachers are mostly boys and girls just out of, not high school, but elementary school. All the knowledge possessed is that of the few common school subjects. They know the facts given in a school history or a text-book in geography, and can solve the problems in the book they have studied.

How many teachers in the rural schools have a knowledge of any subjects in advance of the common school text? How many know the fundamental principles of teaching and the laws of mind growth from which these principles are derived?

The method of many is that of imitation—imitating their former teachers, their faults more than their virtues. Some teachers say that to have a knowledge of arithmetic and grammar is sufficient, as the questions and answers are in the histories, etc. They also say that common sense is a necessary equipment. Yes, common sense—tho not so very common—is important, but a man must have common sense before he can use it. Now, does not common sense teach us that all teachers should know their subjects, and how to present them in a logical manner? We are not to think that we must swallow a book on psychology to teach successfully; but we must get the principles of teaching and the laws of mind growth somewhere

and somehow, and then use our common sense in applying the principles to the teaching of the different subjects. As a result of so many teachers being ignorant of mind training, the schools (I shall not confine this remark to country schools) are in a bad condition; and too often the pupil's mind, instead of being developed, is stunted and left in a chaotic condition.

Another charge brought against the rural schools is that much time is wasted. Often boys and girls eighteen years of age are to be found in the schools studying the common branches, going over the same work year after year. Many teachers defend this practice on the ground of thoroughness. It is not thoroughness; it is murder; it is death to the mind. A few facts are learned, and the mind revolves around these year after year in the same beaten track. The mind does not broaden. The average country boy attending school seven months each year should complete the common school course by the time he is sixteen years old; but too often the brightest boys and girls are kept in the common ungraded school longer, because they have nowhere else to go.

There is a law in economics known as the "law of increasing and diminishing returns." This law may be applied to education. Let us illustrate. A farmer plants his corn and then cultivates it a number of times. Let us suppose that without cultivation the yield would be five bushels per acre. The first cultivation, let us say, increases the yield ten bushels to the acre; the second, fifteen; the third, ten; the fourth, five; and the fifth increases the yield only one or two bushels, just enough to pay for his labor. If the farmer is wise, he will not cultivate again; but he will do some other work which will pay for his labor. Thus, a pupil studies a certain subject and gets a certain amount of discipline and culture; he may review the subject several times, which he should, and still be strengthened; but there comes a time when discipline will be slight and the pupil could be studying some other subjects to better advantage. Why should a pupil repeat, year after year, the definition of mountain, of ocean current, etc.? Of course, if nothing but



Transportation Wagon used in Springfield Township, Ohio (Winter Dress). A. B. Graham, Superintendent of Schools.



the words of a definition are taught, such repetitions will be necessary.

Then in the country schools but little is done toward grading. There is a continual see-saw between members of the same class. Boys and girls sixteen and seventeen years of age are often in classes with their brothers and sisters four or five years younger. Pupils are nearly always taken thru an entire text in one term, the result being a confused mass of facts, rules, etc., in their minds.

We thus see that it is a sorry condition that confronts the educator when he turns to a study of rural schools. It is easy enough to tell what the condition of the school is, and it is no difficult task for each of us to prescribe a remedy; but who is to prepare the medicine and administer it? All that is necessary is to act, but men cannot be made to act until they know, feel, and will.

It is evident that there must be a general awakening in the rural districts along the line of education; but how and by whom is this awakening to be accomplished?

The teacher in country districts has much to do in educating the community in which he lives. He not only teaches the pupils, but their parents as well. If the teacher is not awake to the situation, how, indeed, are the schools to be improved? If teachers do not demand and

insist on a better condition of affairs, it will be a number of years before the schools are where they should be. Those teachers who know the condition of the schools and who desire to have them improved are the ones to make the start; that is, to demand a better educated class of teachers and better salaries. They must be not only teachers but educators—leaders of public opinion. They must arouse an interest in school work among the farmers. This can be done by holding interesting meetings occasionally during the winter months. Farmers will attend if the teachers take an interest in such meetings; and many a man will be set to thinking. All reforms have to be discussed many times before there is action. Was there ever a great reformation made without discussions and heated debates?

The county superintendent or examining committee also has much to do in molding thought. If examinations are given that require only a few facts and no thoughts, a bad effect is produced among the teachers. Most teachers study to answer the questions given in examination. Whenever a new county superintendent is elected or a new committee appointed, all the teachers who have only one-year certificates begin to wonder what will be the nature of the questions. If a few catch questions are given, all the puzzles in the arithmetic are studied for the next examination, and all the short, catchy sentences in history are committed to memory if any have been asked on a previous examination. If, on the other hand, questions that involve principles of the subject are given, teachers begin to think, and if teachers think the pupils also will begin to think.

Many teachers are in school to-day who know but little more than they did when they took their first examina-

tion. They have been afraid to take up some of the so-called higher work, because they fear that they will fail on teachers' examination. After one or two thoro tests on the common school subjects, why should any more examinations be necessary if the teacher is true to his work? If a teacher makes no attempt to go beyond the meager knowledge gained in common schools, he should be dropped.

The schools could be improved by another means.

There should be a superintendent for every fifty or sixty schools. As it is now, one superintendent in Pennsylvania has from three hundred to seven hundred schools to oversee. No work can be carried on successfully without skilful and close supervision, as any business man will testify. Is school work an exception?

The best means is, however, good teachers; but good teachers will not be obtained until the idea that any one with a modicum of knowledge can teach is uprooted; not until salaries are sufficient to support a man and his family. Any one worthy the name of teacher should not receive less than six hundred dollars per year. But this amount will not be paid so long as the standard of education among teachers is at a low ebb, or so long as there is competition between the educated and the uneducated.



Stables and Sheds for School Vans at the High School of Bethel, Ohio.

The uneducated teacher can work for about what a day laborer would receive; because many of the teachers are not any better educated than many common laborers.

A higher standard must be made compulsory. Years ago each state required those desiring to practice medicine or to pull teeth to pass a rigid examination! Which requires the more skill to pull teeth or to train mind to master itself and its environment? The standard will not be too high for teachers of common branches, when it is put at a high school course of two or three years and a training course of one year.

The state for its preservation has the right to demand educated and trained teachers, and society owes it to herself to require all teachers to attend these or similar schools before attempting to teach. Human minds are too precious to be dulled and dwarfed by unskilled, undeveloped boys and girls.

Altho the condition of the schools is far from perfect, we need not despair. There has been much improvement within the last twenty-five years and there will be greater within the next twenty-five.

"There is a good time coming; help it on, help it on," teachers, superintendents, and law-makers.

The Royal Geographical Society of Great Britain recently held a special meeting, commemorating the reign of Queen Elizabeth, in connection with the bicentenary of her death. Sir Clements Markham, the president of the society, discussed the geographical achievements of her reign. Edmund Gosse spoke on Sir Walter Raleigh, Julian Corbet on Drake, and Prof. S. P. Thompson on "Terrestrial Magnetism." There was an exhibition of rare portraits, globes, maps, instruments, and other relics.

## A Teacher Who Helped Make American History.

*By Jane A Stewart.*

The recent election of Miss Clara Barton as life president of the National American Red Cross Society is a signal testimonial of appreciation on the part of those associated with her in the humane enterprise which she founded. It calls attention again to the philanthropic work in which she has been quietly engaged and to the life record of one who is recognized among the famous women of American history.

The life of Clara Barton is full of the inspirational power which comes from the simple, faithful performance of duty. And it is a significant fact that tho she has become prominent and beloved the world around as a humanitarian, that under the broad stream of her life endeavor has run the current of principle set in motion by the active, consecrated teacher.

In her early labors as an educator she developed the sterling traits and laid the substratum for her later participation in the world's work.

So much has Miss Barton's public work in the amelioration of the horrors of war and in relief for sufferers from great calamities overshadowed her early life that comparatively few people are aware that her first active labors were directed to the beneficent work of teaching.

Born at Oxford, Mass., in 1830, Miss Barton received her education at a private school in Clinton, N. Y. Her work as a teacher centered at Bordentown, N. J. In it she gave token of pronounced philanthropic bent, fine executive ability, and of decision of character—that "golden apple which she early plucked from the tree of life." The strong initiative which she then displayed is one of her native characteristics.

In the days when the free public school system was in course of evolution she founded a free school for the many who could not afford private tuition. It speaks volumes, too, for her ability and success as a teacher that, tho her school at the beginning had but six pupils enrolled, when she left it the attendance numbered 600.

Miss Barton's early interest in education has never

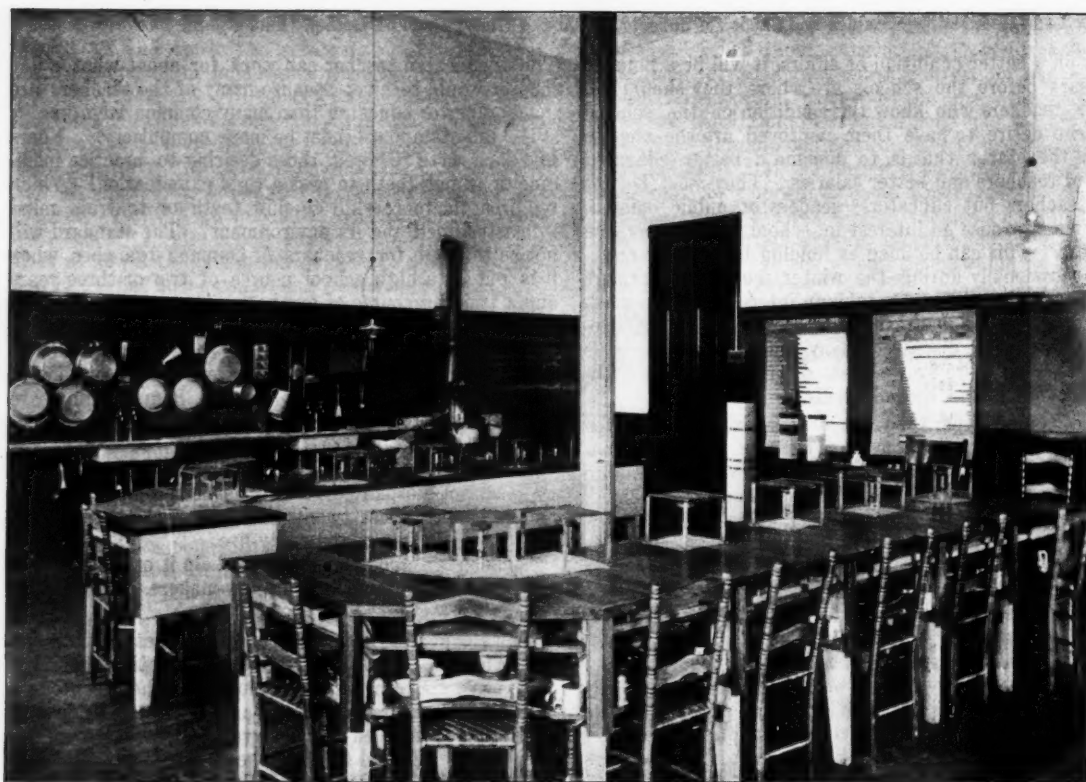
been remitted. The progress of popular education, and especially the training of children in patriotism, are subjects in which she has always had a sustained and vital interest, altho the stream of her life has carried her into other channels of usefulness. Thruout her life she has



MISS CLARA BARTON,  
President National American Red Cross Society,  
Washington, D. C.

shown, in a marked degree, the tireless persistence, the faithfulness to duty, the minute attention to detail, the high resolve, and the tender sympathy of the exemplary teacher.

It was in 1854 that Miss Barton gave up the congenial avocation of educator. She repaired to Washington



Cooking School Room of Winthrop Normal and Industrial College, Rock Hill, S. C. Dr. D. B. Johnson, President.



Cooking School Suit, Winthrop Normal and Industrial College.

where she was residing when the war broke out. The need for woman's help to nurse the sick on battle-fields had an irresistible appeal for her. Relinquishing a responsible government position in the patent office which she had held for eight years she offered her services unreservedly to the cause of humanity. The work which she has since accomplished is part of American history.

It is recorded that when news came that Northern troops en route to the Capital had been fired upon and wounded in Baltimore, she, with several others, volunteered to go and care for them. Her life work opened before her that day. It will be remembered that thereafter she was in the hospitals and wherever our soldiers were sick and in need of attendance. She met the wounded as they poured in from Virginia and she attended them upon the field. Military trains were at her service. She was present, it is stated, at the battles of Cedar Mountain, Second Bull Run, Antietam, and Fredericksburg, the siege of Charleston at Fort Wagner, Petersburg, and the Wilderness. She was also at the hospitals near Richmond and on Morris Island. Her ability and discretion made it possible for her to go about her beneficent work among hospitals and camps, unchallenged and welcomed.

Miss Barton was appointed by General Butler "lady in charge" of the hospitals at the front of the army of the James. Her coolness under fire, her intrepidity, devotion, and endurance were remarkable. Her clothing has

been torn by shells, and her dress riddled by bullets. But, undaunted by dangers and hardships, she steadily devoted herself to the single purpose of caring for the wounded soldiers wherever they might be.

When the cruel war was happily over Miss Barton turned her thoughts to another congenial and tenderly humane task—that of identifying and marking as many as possible of the graves of Union prisoners buried at Andersonville. In the same year, 1865, she was placed by President Lincoln in charge of the sacred work of searching for the missing men of the Union armies. And, later, she traveled thru various states of the United States, recounting to attentive and touched audiences the thrilling scenes of which she had been a witness and in which she had taken so valiant a part.

Not only with the making of American history, but also in some of the historic movements of the last century in Europe has Miss Barton been actively in touch. Her splendid work during the Civil war in the United States was well known in Europe so that when the Franco-Prussian war broke out in 1870 her experience and her knowledge were eagerly sought. She was asked to join the relief corps of the newly organized Red Cross. She assisted the Grand Duchess of Baden in the establishment of military hospitals and on the battle-fields of France she repeated the humane work she had done in America. Later, at the joint request of the German authorities and the Strasburg "Comité de Secours," she superintended the supplying of work to the poor in that city in 1871, after the siege, and, in 1872, she had charge of

the public distribution of supplies to the destitute people of Paris. At the close of the war she was decorated with the golden cross of Baden and the iron cross of Germany.

It is not surprising that at the close of the exacting, humane labors, a long rest was inevitable for the over-taxed body and sympathies of the American army nurse, whose slight, nervous, physical frame is not well adapted to the strain often put upon it. She lay for several years a bed-ridden invalid.

The next event in Miss Barton's helpful and well-spent career was a significant contribution to American history. This was the introduction into this country of the Red Cross Treaty and its acceptance by the United States Congress, which proved to be as difficult and arduous a task as any she had undertaken. As soon as she was able to walk she went to Washington and presented the subject of the Geneva treaty to the administration of President Hayes. These efforts, as well as later ones, met with little or no response. But after many years, the patience and persistence were finally victorious, and, in March, 1882, Miss Barton had the joy of knowing that the accession of the United States to the articles of the Geneva convention was agreed upon by Congress, and that the treaty had been made effective by the signature of President Arthur.

From that day, chiefly thru Miss Barton's efforts, this country has been affiliated with one of the most impor-



tant developments in the progress of civilization in the mitigation and amelioration of the horrors of war, helping to produce a new and enlightened spirit of humanity.

The record of Miss Barton's life during the past twenty years is the record of the work of the National American Red Cross Society, of which she was naturally made the president, and at the head of which she will doubtless remain as long as life and a modicum of strength are granted her.

The American Red Cross while modeled on the plans of the European organizations has a distinctly American and important feature. In addition to ameliorating the

condition of sick and wounded soldiers in time of war it plans to aid the suffering in times of great national calamities, such as floods and cyclones (visitations to which we are peculiarly liable), great fires, pestilence, earthquakes, and local famines. Beginning with the great forest fires of Michigan, the first great disaster after it came into being, it has aided in the Ohio and Mississippi floods of 1882, the Mississippi cyclone, the floods of 1884, the Virginia epidemic, the Texas drought, the Charleston earthquake, the Mount Vernon, Illinois, cyclone, the Johnstown and Galveston and Carolina Islands disasters, the Spanish-American war, etc.



Spring Uniform.



Fatigue and Dress Uniforms, Fall and Winter.  
Winthrop Normal and Industrial College, Rock Hill, S. C.

Active, interested, and alert, tho the storms and sunshine of more than seventy winters have descended on her devoted head, Miss Barton still stands ready to lead expeditions of relief and to direct the great charitable enterprises of the American Red Cross. Her slight figure may quiver and bend in the blast of disaster and the stress and strain of effort, but it remains elastic and unbroken. At her home in Glen Echo, Md., near Washington, which serves, also, as the national headquarters of the Red Cross, she has a cheerful smile and welcome for all who are interested in its work and in the great philanthropic and patriotic movements of the times.



## The Heavens in April.

April opens with all the planets visible except Mercury, with the winter constellations seen in early evening and those of summer rising at a later hour in the eastern sky. An eclipse of the moon on April 11 makes the month of added interest to star gazers.

During the month the day increases from twelve hours and forty minutes in length to thirteen hours and fifty-nine minutes. The phases of the moon begin with a first quartering on the fourth, to be followed by a full moon on the eleventh. The nineteenth brings the last quartering, and eight days later we have the new moon.

On the eleventh comes a partial eclipse of the moon, visible in this country. The moon will rise more than half hidden by the shadow of the earth. At a little after seven o'clock in the evening the eclipse will be at the greatest, more than nine-tenths of the surface of the moon being obscured. The last of the eclipse will be visible at about nine o'clock.

Venus, the nearest of the other worlds, is conspicuous in the western sky from the moment of sunset. At the

beginning of the month this planet sets a little before nine o'clock and an hour later at the close.

Mercury again becomes an evening star on the twelfth, when it is in superior conjunction with the sun. This star is not a particularly successful object in the telescope, for unless the horizon is fairly clear, it is not always possible to see the planet.

During April we lose the constellations of the winter. Orion has moved over to the southwest. The three stars in a row and the splendid star Betelgeuse above and Rigel below, which with two other bright stars form a vast quadrilateral enclosing the row of three, make possible the certain identification of this splendid constellation. The Twins, Castor and Pollux, Procyon and Sirius are also bending toward the west and are soon to disappear. The splendid Arcturus is climbing up in the east, and down towards the east the beautiful Scorpion heralds the coming summer.

Leo is situated almost exactly in the ecliptic. This constellation, with the Dog Star Sirius and Denebola form the handle of the so-called Sickle.

Uranus is mentioned only once in the program of the month, on the sixteenth, when we find him in a distant meeting with the moon. This planet is slowly moving on toward the position of opposition with the sun; after this event, which occurs in the middle of June, we shall find him as an evening star.

Saturn is some five degrees to the northward of the moon. On the thirtieth he reaches the position of quadrature with the sun on his way to opposition, which leaves him among the morning stars for the month. Jupiter is the morning star now, and rises shortly after four. He is in the Aquarius and his splendid brightness is sufficient for identification. Saturn may also be recognized as the only other conspicuous bright star in the southeastern sky.

## School Law: Recent Decisions.

*Compiled by R. D. Fisher, Indiana.*

### Trustee's Contract Invalid.

According to a decision of the supreme court of Indiana canvassers and supply agents will have a hard time in the future in selling their goods to rural school trustees. The court held that the township reform law of 1899 forbids a trustee to enter into contracts on behalf of the township for the purchase of anything whatever, until he has first made out an itemized statement of what he wants, advertised for bids, and opened the bids in the presence of the township council, which may reject any and all of them.

This law was passed to prevent the wasteful expenditure of school money by the trustees.

The case before the court concerned the sale of books by Mason U. Johnson to a township trustee of Knox county, Indiana. The books were called the "People's Standard History of the United States," and the "Biography of South Africa," and ten sets were purchased for \$360 to supply the ten schools in the township. The decision of the court declared the contract of Johnson and the trustee void, and thus made the township warrants worthless.

### Vaccination May Be Enforced.

The Indiana supreme court has settled the recent trouble over vaccination in Terra Haute by upholding the order of the Terre Haute school authorities requiring vaccination as a condition requisite to admission into the public schools. The court not only refused a temporary injunction in this case, but dismissed the appeal. The plaintiffs asked the court to forbid the school authorities and teachers from "excluding from the public schools of Terre Haute any child or children of lawful school age, in good physical and mental condition, and who are not infected with and have not, within a reasonable time, been directly or actually exposed to the disease of smallpox or other communicable disease," notwithstanding their failure or refusal to be vaccinated. On the refusal of the courts to compel the admission of unvaccinated children to the schools the school authorities again enforced the order requiring vaccination.

### Teachers' Retirement Fund.

The Minnesota supreme court has decided that rules and regulations of a board of education creating a teachers' retirement fund by deducting from the salaries of all teachers in the employ of the board one per cent. a month to be held, invested, and distributed, according to the rules of the board, cannot be enforced. A contract of employment containing a provision authorizing such a reduction cannot, therefore, be

lawfully upheld, as such a contract exceeds the powers of the school board.

The decision itself says:

"The conviction cannot be avoided that the effect of such a requirement, when applied to all the teachers employed, must be to compel some of them, at least, to enter into the contract upon compulsion and without any expectation of receiving any personal benefit therefrom. The money retained is, nevertheless, public money, and it is beyond the power of the board of education to divert it from the purposes mentioned in the statutes."

### Pension Fund Law Unconstitutional.

The Ohio supreme court has declared that a law taking a percentage from the salaries of public school teachers to provide a pension fund for their benefit is unconstitutional, either for lack of uniformity or as taking private property from one citizen for the benefit of another without his free will or voluntary consent.

### Compulsory Attendance.

The New Hampshire school law provides that every person having charge of a child of school age shall cause him to attend the public school during the whole of its session, unless the child shall be excused by the school authorities because of physical or mental weakness, or because he is instructed in a private school.

In a test case, the state supreme court held that the law is valid and enforceable, but, in a more recent case, this decision was slightly modified. This decision declares that a parent or guardian cannot be required to imperil the life of a child by delays incident to an application to the school board before he can lawfully do what is apparently reasonably necessary for its protection.

### Teachers' Success Law.

The Indiana legislature has enacted a law which provides that the state superintendent be required, from time to time, to provide such a schedule of items as should, in his judgment, enter into the record and grading of a teacher's success by the city, town, or county superintendent of schools.

It is to be the duty of the superintendent to visit, every year, the teachers under their charge and make an itemized statement and grading of the success of each teacher. The superintendent is to issue to each teacher, not later than July 1 of each year, such statement of success. The state superintendent is authorized to investigate and revise any case of unfair grading that may be brought to his attention.

## School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

A new form of building construction has been evolved so quietly that few persons realize the great strides that it has taken. It is the hollow concrete building-block construction which is invading all parts of the country. Its name indicates the nature of this construction. At the present high price of lumber, stone, and brick, the plan has much to recommend it from an economical side. The hollow cement bricks are fire and frost proof. A building made from them is warm in winter and cool in summer. The walls are lighter than when built of stone, and they become substantial with age instead of deteriorating.

The Co-operative Book and Supply Company, 41 West Twenty-first street, New York, sustained a loss of \$3,000 by fire on March 24.

The use of ruled paper for the practice of writing is becoming more general. Roberts & Meck, of Harrisburg, Pa., are large manufacturers of this class of goods. They are also large dealers in all kinds of drawing papers. Instructors and boards of education when in the market for papers of this kind should correspond with them, and secure their samples and prices. When requesting the above, enclose six cents in stamps to pay return postage.

An additional list of Cosmos Pictures is announced. The new subjects have been chosen with the same judicious thought and care which has characterized every detail of the selection and preparation of the main collection. Cosmos is the Greek for order, harmony, and beauty. It is the best single word for fine reproductions of works of art, whether treasures of the ages, or mere objects of interest, or of sentiment. Cosmos copies lack only the colors of the originals. They are all black and white, with a varying shade of soft olive brown. The values are kept with almost mathematical accuracy. There is no better work done in the whole field of reproduction. Carbon and platinum prints and photogravures are often very fine, but they vary in distinctness. Cosmos Pictures do not vary at all in distinctness, only in tone. They serve admirably for home and school decoration, and the half-tones from Cosmos plates are as fine for use in teaching as any that have been produced.

Mr. A. F. Hoffman, of New York, has invented a simple and neat calendar which will indicate comparative dates for different years and their subdivisions. It consists of a board as a base, on which are secured twelve pads, one for every month of the year. Each pad contains detachable leaves for the days of the month. Beneath these is a leaf containing the table for the month, while under this leaf is printed a table for the corresponding month of the previous year.

The Appert Glass Cooler, being constructed on approved hygienic and mechanical principles, is a thoroughly satisfactory device for cooling water for the home or the school-room. The makers report that it is giving universal satisfaction wherever it has been installed.

Excellent opportunities are offered by G. Von Taube, of Montvale, N. J., to purchasers of school furniture, physical apparatus, and all sorts of workshop appliances. Mr. Von Taube was one of the first, if not actually the first, to introduce manual training into this country.

The General Fireproofing Company, of Youngstown, Ohio, has issued a neat illustrated catalog showing how it puts anybody's ideas into steel; in other words how all office furnishings, including desks and filing devices, may be made of steel. The advantages of this furniture is thoroughly explained.

The Triangular Book Cover Company, of Munnsville, N. Y., manufactures three useful articles for school use. These are the "Triangular" book covers for outside protection, a linen gummed tape for fastening loose book-lids or leaves, and a gummed transparent tissue paper for repairing torn leaves.

Supt. E. G. Cooley, of the Chicago public schools, has decided to connect all the schools of the city with his office by means of a large and extensive telephone system. He believes that an immense amount of time will be saved by their use. According to the estimates presented the cost of the system would be about \$28,531.

After a heated discussion which has lasted over two or three meetings, the Chicago board of education has let the contract for furnishing 15,000 desks to the American School Furniture Company, of Grand Rapids, Mich. The contract calls for the delivery of the desks "unassembled" and the board will have its own employees put the parts together at an estimated cost of twenty-two cents each. Thirty cents was the company's bid for this work.

A large cut may be expected in the prices of window glass on account of the invention of machines which will blow glass and thus remove from the factory the highest

priced skilled labor known in the country. The American Window Glass Company has closed its plants and is installing the new machines. It is expected that the company will be able to produce glass at less than one-third of the cost under hand labor.

The Commercial Visible Typewriter Company has moved to new and larger quarters at 243 Broadway, New York. In the new quarters it will have ample room for offices, salesrooms, and repair rooms. The company has recently opened a new office at 123 East Fayette street, Baltimore. The reason for the increased business of the firm can be easily discovered by an examination of its machines.

The Carter's Ink Company is placing on the market a travelers' inkstand which has all the evidences of being an extremely usable article. It is exceptionally compact, and being made of aluminum, is light, strong, and handsome. The bottle holds an ounce of ink and the stopper serves as a fountain pen filler.

A series of charts showing the fluctuations in the price of cotton, wool, corn, wheat, coal, and iron, which will be of great service to all teachers of economics, have been issued by the Mutual Life Insurance Company, of New York, and are sent free to those who write for them.

Plans for the consolidation of the Fisher Book Typewriter Company, of Cleveland, and the Elliott Hatch Typewriter Company, of New York, are now under consideration. If the consolidation goes thru, the combination is to have a capital of \$10,000,000. Ex-Senator Donald Cameron, of Pennsylvania, is to be the president and Hiram J. Halle, of Cleveland, the manager.

The Pendent Globe, manufactured and sold by L. P. Denoyer & Company, Appleton, Wis., is a novel piece of apparatus for school use. It is always ready when desired; it is out of the way when not in use; it does not occupy space on the floor or desk, cannot be upset, can be seen from all over the room, turns on every conceivable diameter, cannot get out of repair, and is the most durable globe on the market—points of excellence worth considering by school boards or teachers in need of globes for school use.

The Haney School Furniture Company was recently awarded a contract in Grand Rapids, Mich. The Fox Typewriters are in use in the schools of the same city.

Roy Hopping, the mineralogist, has a splendid supply of specimens for schools or colleges to give a thorow knowledge of mineralogy. He has a striking collection of specimens from abroad, including Asia Minor, Europe, and Tasmania.

The Remington Typewriter Company, of New York, has filed an application for a license to operate in Wisconsin.

The best school bells, made after the most approved processes, of the purest copper and tin only, are manufactured by the McShane Bell Foundry, of Baltimore.

W. H. Londergon & Company, of Chicago, are having great success with their National blackboard eraser. This is the cheapest wool eraser on the market. It cleans the board perfectly, and is cleaned by simply rapping against any suitable object. It has been adopted for use in the Chicago schools.

Curtis & Cameron, the publishers of the famous Copley prints, announce the publication of the handsome Longfellow prints in a new series of full colors. These pictures have been successful in the sepia and gray tones and the pictures in color are strikingly beautiful.

The only graphite as yet discovered in the Rocky mountains is mined in Beaverhead county, Montana. Much of the graphite is in a nearly pure state, sometimes blocks of ten pounds being taken out, of the nearly pure mineral. The test shipments which have been sent to Eastern pencil makers are pronounced equal to the best grades from Ceylon.

The Nash Regulating Valve Company, of Detroit, Mich., claims that it manufactures an absolute, accurate system of temperature regulation which will save tons of coal in a winter. They are prepared to prove that their statement is warranted by the facts and will guarantee their apparatus for a term of ten years.

Dixon's graphitoleo is very useful in numerous little ways. If used on the spacing mechanism of a typewriter, the machine will run smoothly and with little noise. There are perhaps thousands of places in the home, office, or family where some form of graphite proves useful.

The American Crayon Company is just completing a new plant at Sandusky, Ohio, where all its manufacturing is to be done. The plant at Waltham, Mass., is to be abandoned, with the exception of the warehouse, which will be retained as a distributing center for the Eastern trade.



### A Model School Supply Plant.

The production of the modern school desk is an operation which demands long experience, skilled labor, energy, and enterprise. From the moment that the raw product arrives at the factory until the finished desk is placed in the school-room, thought and study are applied to devise the best methods of forming, building, and placing this important piece of school furniture. The modern school desk is the result of a long evolution, and altho it is declared by some authorities to possess defects still, to the average person it seems an almost perfect bit of furniture. The A. H. Andrews Company, of Chicago, have proved one of the best manufacturers of school equipment, and as a result of business sagacity and good workmanship, the demand for the goods made by this house has been a constantly increasing one. The new plant in the southern part of Chicago is said to be the largest factory for producing school supplies in the world. It is located at the center of water and rail facilities in the city, enabling the company to fill orders in all parts of the world with the greatest possible dispatch.

One-half of the plant is given over to the manufacture of school furniture and supplies, opera chairs, and church furniture. The other half is used for the manufacture of office, bank, and court-house furniture, as well as metal furniture.

The numerous buildings are striking examples of all that is best in factory construction. Every appliance that human skill can devise for the protection of life, health, and property is used. The light comes principally from the north, and on every floor are placed numerous conveniences for the use of the employees.

The protection against fire is ample. All departments are separated from each other by heavy double iron doors. There are extensive supplies of fire hose thruout the plant, in addition to a modern automatic sprinkler system.

The motive power for the plant centers in a large engine-room where steam power is converted into the electricity which is distributed thruout the buildings.

The shipping and receiving rooms are placed in a large covered court which is in the center of the group of buildings. With a trade covering the whole United States the number of desks shipped from here every year is enormous. The city of Chicago alone used 20,000 desks last year.

The first process in the manufacture of a desk is the placing of the green lumber, brought by vessel from upper Michigan, in the dry kiln, which holds at all time 280,000 feet. From here the lumber passes in the various departments thru ten different machines, until it reaches the shipping-room as a finished desk. The first active operation is to saw the lumber into requisite lengths, and then the various parts are planed, sandpapered, polished, and glued. In the modern school seats and backs the sheets of wood are glued cross-wise, in order to give durability and, at the same time a wavelike finish. The sandpapering, finishing, and oiling of the woodwork is all done by delicate machinery. A waterproof finish is the final process for the woodwork of every piece of modern school furniture.

The plant of the A. H. Andrews Company is furnished with a large number of special departments, each of which has its place in the economy of the whole system. The draughting-rooms are an important adjunct to the plant. Artists and architects are constantly employed in preparing special designs for the workmen to carry out in wood and iron.

The metal working department is particularly extensive.

A room which has been developed into a high state of efficiency is the plating room, in which a number of metal finishes are produced. In this department all kinds of metal lattice work, iron pillars, and various ornamental designs now used in modern bank fixtures are made.

In connection with the publicity of the company, a photographic department is maintained. It is supplied with all kinds of dark rooms, cameras, lenses, and other paraphernalia of the art. The photographs are used by the salesmen and agents and in the catalogs of the firm.

An important product which has met with great success is blackboarding. Manufactured by a secret process, it resembles plate glass, is harder than slate, and is impervious to heat and cold.

In the stock-rooms are gathered the results of the various activities of this busy hive of industry. Here, among numerous appliances are various sizes and styles of school desks, standards and adjustables, teachers' desks, kindergarten tables, map cases, blackboarding, and the thousand and one articles that go to equip a model school building.

### A New Desk.

A school desk has been patented by Julius Karpen, of Chicago, which, besides serving the usual purposes of a desk, may be used as an easel or drawing-board. This desk has the ordinary back and side frames, but the top is movable. By means of metallic channels, pivots, and stops, the cover can be reversed and held in an upright position before the pupil. Paper fasteners and pencil holders are provided on the underside so that a suitable drawing-board is quickly and economically arranged.

### A Sanitary Sewage System.

In small cities and towns where no regular system of sewage exists a serious problem confronts school officials in the sanitary necessities of the schools. This has often given rise to serious difficulties in construction. To meet the situation the N. O. Nelson Manufacturing Company, of St. Louis, has designed the Nelson Septic Disposal system. This has been installed in a large number of schools in various sections of the country and has been given a thoro and scientific test with satisfactory results. This system consists of a tank, situated at some distance from the building, made according to correct scientific principles and so constructed as to exclude, in a great measure, both light and air.

The crude sewage is admitted to the tank, but is so controlled that it has a slow velocity and regular current. The conditions of darkness, no air currents, and moderate heat develop great masses of minute germs known as anaerobic bacteria. A peculiarity of these is that they not only live and perform all their vital functions without the use of free oxygen, but oxygen is actually detrimental to their life. The biological growth and activity of these germs produces a chemical decomposition of the organic matter of the sewage retained in the tank, a large portion passing off in the form of gases. The remainder is discharged thru an escape pipe in a clear and practically odorless stream.

This system is an ingenious solution of the problem and is based on such accurate scientific data that its success is inevitable.

### Practice Machine for Touch Typewriting.

Touch typewriting is the operation of a keyboard without looking at it. As is well known, the piano is operated without watching the keyboard, or from a sense of location. The typewriter keyboard is a similar device, but strange to say, for all the years the machines have been on the market, it is only within a comparatively recent period that an attempt has been made to teach a knowledge of the keyboard and its expert manipulation from a sense of location. This idea has been carefully worked out and a special machine devised for practice purposes by the Typewriter Educational Company, of Detroit, Mich.

The system of touch writing is already beyond the experimental stage, and already speed and accuracy have been achieved by its followers, ahead of anything that was thought possible under the old system. Much more important



The Manufacturing Plant of A. H. Andrews Co., Chicago.

ant than the fact that many experts have been developed, is the improved skill of all who have studied the system. Anyone will be able by its aid to write from fifteen to thirty words a minute more than he could by the old or sight method.

The lessons in this new system are simple enough; all that is necessary is practice, and then more practice.

The promoters of this system have gone so far as to procure a machine especially designed for practice. This meets the needs of the many who have no typewriter to practice upon and procurable at a small cost. This should make it particularly valuable to many schools where expensive typewriters are out of the question.

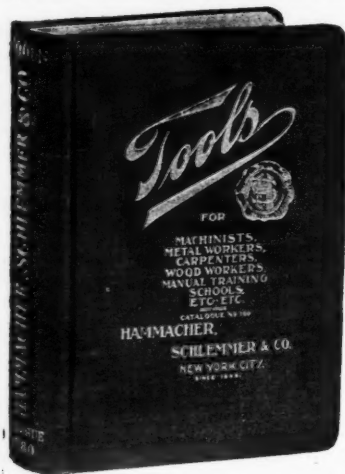
The practice typewriter is an exact counterpart of the keyboard of an ordinary typewriter. It is made in two styles: a full keyboard, such as the Smith-Premier, and a shift-key, such as the Remington. The keys on this practice machine have the same elevation, the same spacing, the same resistance and depression, and in every way operate like those on a complete typewriter. One skilled in the manipulation of the dummy keys, can, it is claimed, in one hour show a like degree of skill upon the typewriter.

The device itself is made of steel and iron, and is most simple in construction. The keys are celluloid and the best that can be procured, so that the whole is, for all practical purposes, indestructible. It is as useful to the expert as to the beginner in affording opportunity for practice in spare hours, and should prove of great service in the teaching of classes in schools.

### A Manual Training Catalog.

A wonderful catalog of tools has recently been issued by Hammacher, Schlemmer & Company. It is a volume of 800 pages, bound in cloth, and in connection with its very extensive lists and descriptions, more than 2,000 tools and parts of tools are pictured by accurate illustrations. A half-hour's study of this catalog would be a revelation to the average teacher, for very few persons except those engaged in mechanical work have any conception of the immense variety of tools employed in the different branches of work.

The catalog would be a valuable aid in the school-room,



and it really seems almost a necessary part of the equipment of the teacher of manual training. Benches made especially for manual training work in schools are pictured and described, while lists of tools for school carpenter and manual work are arranged and priced, complete. Manual training outfit No. 22, for example, comprises: A bench, nail hammer, block plane, two chisels, back saw, dowel bit, gimlet bit, brace, try-square, marking-gauge, screwdriver, nail-set, mallet, rule, sloyd knife, oil-stone, bench-hook, bench duster. More elaborate outfits are arranged, descriptions of which may be obtained from this, probably the most elaborate catalog of its kind ever prepared. It is known as catalog 180. For particulars address Hammacher, Schlemmer & Company, New York city.

### Duplex Filter.

A pure water supply is a matter of the greatest importance in every school. To insure this many varieties of filtering devices are employed. The great objection to the majority of those in use is the necessity of frequent cleaning. Almost all of them require to be taken apart and the filtering medium either scraped with a brush or cleaned in some way daily. Numerous self-cleansing filters have been invented. Some of them have levers or cranks on the outside which operate a brush or scraper within. But the filter equipped with such a device gradually fills up with dirt which the automatic brush is unable to reach.

A self-cleaning filter which really does clean itself is the product of the Duplex Filter Company, of New York. This filter consists of a chamber connected above the water supply by a two-way valve. The filtering medium is finely divided

charcoal and quartz in alternate layers, packed under heavy pressure, between silver-plated screens.

When in use the water rises thru the pipe on the right, passes into the chamber, forces its way thru the filtering medium down thru the pipe on the left and out of the filter spigot. At the end of a day a catch on the valve is raised and the handle turned completely over. The second valve then comes into commission, sending the water from the supply pipe up thru the pipe on the right, into the filtering medium in the reverse direction, and out thru what was previously the supply pipe. Obviously the rush of water thru the filter in alternate opposite directions clears the quartz and charcoal of the animal matter and mud which was collected on the previous day's run. It is impossible for the water to get thru the filtering medium without first pushing out the dirt. This device is thoroly practical and is worth investigating.

### A New Nosepiece for the Microscope.

In microscopic work generally, and in petrographic, metallographic, and photographic work especially, a readily changeable nosepiece, which will not interfere with the manipulation of the specimen or the mechanical operations, is desirable. This form of nosepiece has been produced in a number of varieties, with portions of the thread cut away in the form of a lathe chuck, with spring fork to clutch a ring screwed to the objective, and the sliding wedge form objective changer. All these types have some objectionable feature.

A new form of nosepiece has been designed by the Bausch & Lomb Optical Company, which, it is claimed, is a satisfactory production. It consists of a circular case, one end provided with the society screw thread for attaching to a microscope. A clamping ring is fitted to the thread so that the nosepiece may be brought to the proper position, and at the lower end of the case it is cut away at one side to permit the passage of the rings carrying objectives. These rings are designed so as not only to admit of ease in placing in position, but also to ensure the centering of objectives. The lower surface is flat, whereby the rings can be easily placed or displaced. The upper portion is conical on the outside and fitting as it does the inside adjustable bearing of the nosepiece, the ring is brought to a fixed center. The adjustable bearing is inside the case and is forced down upon the ring by means of a stiff spring. The raising of this bearing is accomplished by a lever in an inclined slot, ending in a knob on the outside of the case. This arrangement imparts a rotary motion to the adjustable piece and is superior to a straight up and down motion.

All parts of this nosepiece are carefully made. It is light and small and not at all in the way when manipulating the specimen. The rings are so small that the objectives can be kept in the boxes regularly supplied with them.

### A Twentieth Century Typewriter.

The typewriter was invented at Milwaukee, Wis., in 1867, the product of the genius of C. Latham Sholes. In 1873 the machine was taken to E. Remington & Sons, of Ilion, N. Y., who had achieved a wide reputation as manufacturers, and here the first typewriter was manufactured.

Altho the machine was considered perfect, owing to the fact that it wrote well and rapidly, Mr. Sholes soon realized that it still did not fill all requirements, in that its writing was not visible. His appreciation of the purpose of a writing machine brought this point home to him so strongly that he immediately set to work to solve the problem of visible writing. After several years of work the *Visible Sholes* was completed whereby the writing was in sight immediately after the touch of the keys without raising the carriage or in any way delaying the operator.

The *Visible Sholes* is, in appearance, a handsome machine. and its finish thruout is of the highest possible grade. The writing is always in full view, from the heading to the last character written. In construction this machine is a new departure, for it has been so simplified that it is much less subject to derangement than is the case with the complicated mechanism of other typewriters. It has few parts and the arrangement is so simple that noise and the chances of derangement are reduced to a minimum.

The type-bars are made in one piece, L-shaped, and they run in a guide the entire distance, from the moment the key is depressed until the type strikes the paper. There are no joints and it is an absolute impossibility for the machine to get out of alignment. The type-bars lie in a straight line, facing the platen, and the type cannot become jammed or defaced in the event of two keys being struck simultaneously. The type is forged on the bar, thus insuring uniformity and durability.

The keyboard is the universal standard with one shift and the speed is only limited by the ability of the operator. The direct stroke of the type-bar renders it a particularly powerful manifold.

These points of excellence make the *Visible Sholes* a very desirable typewriter for school, office, or home. It is a machine which can be used by a novice with safety, and, at the same time, will fill every requirement of the most rapid operator.



## The Educational Trade Field.

The recent absorption of the Werner School Book Company by the American Book Company has resulted in many important changes affecting the personnel of the former company. In consequence of this, Secretary J. C. Thomas, of the Werner Company, has entered the employ of D. C. Heath & Company.

The rapidly growing interests of this company have necessitated increased accommodations in their Chicago house. To provide for these needs, the quarters heretofore occupied by the Werner School Book Company have been leased and will be added to the space previously used for office purposes by D. C. Heath & Company. Consequently the many friends of Mr. Thomas will find him at the "same old stand" but with greatly improved environments.

Mr. Lawrence, of the University Publishing Company, recently celebrated his eightieth birthday. He was the recipient of a beautiful loving cup from his associates in the publishing trade.

The Prang Educational Company has removed its Chicago headquarters from the Fine Arts building to larger and more commodious quarters in the Studebaker building, 378 Wabash avenue.

The committee on text-books of the Milwaukee school board has recommended continuing the vertical copy-books of Ginn & Company for another five years, and has endorsed the Natural System of Music, published by the American Book Company.

Besides enlarging its manufacturing facilities, the A. H. Andrews Company, of Chicago, has increased its office space by removing the office quarters from 300-304 Wabash avenue to 174-176 Wabash avenue. Under the management of Mr. F. H. Holbrook, who returned to this company about a year ago, the business has increased to such an extent that new quarters became absolutely necessary. Complimentary remarks are heard on all sides regarding Mr. Holbrook's energy and ability.

The exhibit of the Cincinnati Game Card Company at the meeting of the Department of Superintendence was unique. Groups of children, playing arithmetical games, were shown in the company's rooms. Every hour fresh groups relieved those who were ready to depart. Prof. Wilkinson, one of the authors of the game, Dr. Boone, the editor, and Manager James, of the company, had the exhibition in charge.

A receiver has been asked for the Safety Bottle and Ink Company. It is declared that the company has assets valued only at \$53,000, while the liabilities are \$99,000. The plant in Jersey City is, however, estimated as worth \$107,823. Since the incorporation of the company its total loss is said to have been \$967,000.

Mr. Miller and Mr. Moore, of the Columbia School Supply Company, were at the recent Cincinnati convention, where they exhibited two beautifully finished Crowell cabinets. These cabinets have attained great popularity with physics teachers all over the country. A recent list shows that they are in use in approximately 600 educational institutions, covering every state and territory.

The rapid development of the business of the Morse Company, now located at 96 Fifth avenue, has necessitated more ample accommodations, and therefore they have secured space in the elegant new building of the Bank of the Metropolis, 31 Union square, at the corner of Broadway and Sixteenth street, where they will be conveniently and delightfully located. They will be in their new quarters by the middle of April, where they will extend a cordial welcome to all of their many friends.

The New York senate has passed the Malby bill, providing for the adoption of uniform text-books and their free distribution in the public schools of St. Lawrence county.

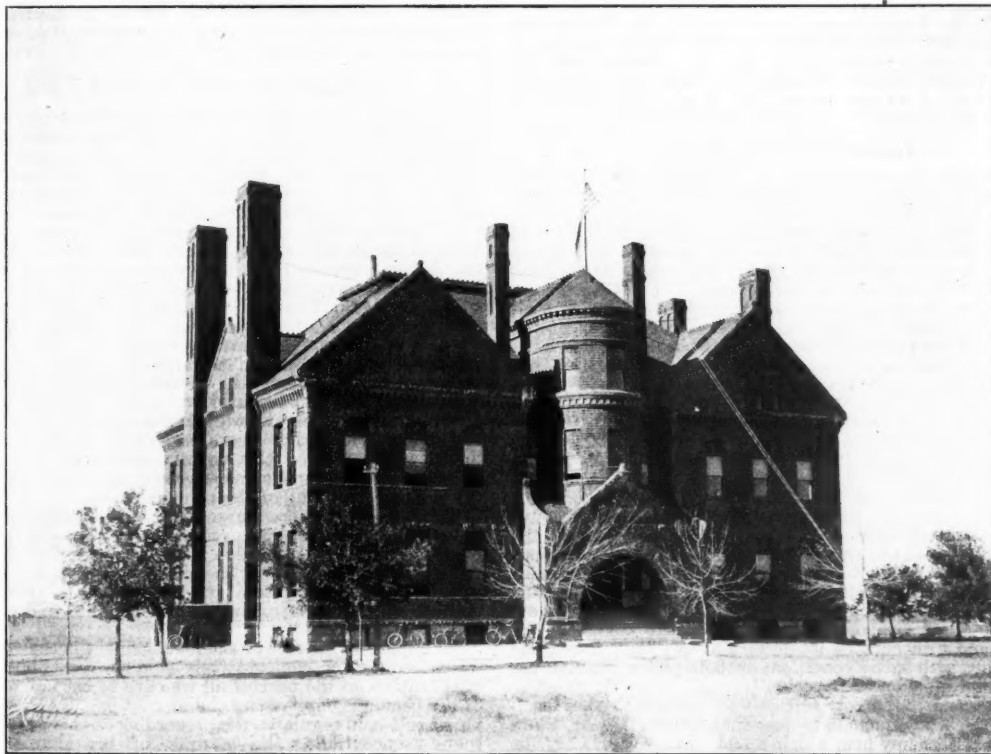
Mr. C. E. Brown, formerly Western manager of Butler, Sheldon & Company, is now one of the Ohio agents of the American Book Company, with headquarters at Cleveland.

Mr. B. S. Lobdell, who has represented Maynard, Merrill & Company for fifteen years, has resigned to accept a position with Eaton & Company.

Mr. G. W. Chilcote is now the Pacific coast manager for Messrs. D. C. Heath & Company.

Mr. A. Flanagan, of 266 Wabash avenue, Chicago, has obtained the whole of a floor of the building in which his business is located, 50 x 200 feet. This will practically double his space and enable him to carry a larger stock of school supplies. The book supply department will occupy the floor below. Mr. Flanagan is to be congratulated on the pleasing growth of his business. May he be compelled to enlarge his floor space many times in years to come.

A. W. Mumford, publisher of the beautiful colored bird charts, so widely known thru the country, is to move from 203 Michigan avenue, Chicago, to 378 Wabash avenue. His new place of business is in the Studebaker building, in the center of the publishers' district of the city. Altho he is in somewhat poor health, Mr. Mumford is to publish a new set of bird charts, for which there begins to be considerable demand. They will be illustrated by beautiful plates. The first effort in this line was made some five years ago by Mr. Watt, the predecessor of Mr. Mumford, but his work was ahead of the times and it is only with the advancement of nature study that these beautiful productions have become a paying proposition. Mr. Mumford will publish in the near future a valuable work on trees, splendidly illustrated by numerous photogravures.

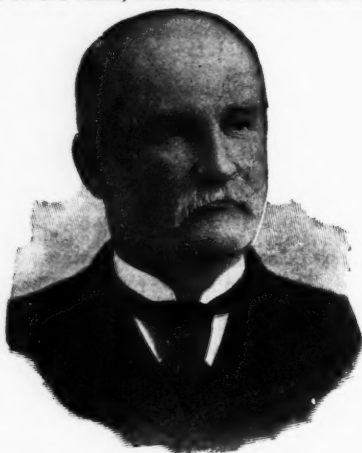


Carlile School, Pueblo, Colo.—Mrs. Helen L. Grenfell, State Superintendent of Public Instruction.



### A Popular Supply Man.

Thomas Lewis Haines, well known in the school supply world, is the Prohibition candidate for mayor of Chicago, where he has been closely identified with the business interests for many years. He was born in Snyder county, Pa., February 16, 1844, of sturdy Dutch ancestry, his family belonging to the famous "Pennsylvania Dutch Colony." In 1855 his family moved to southern Michigan, where he assisted his father on the farm, until his enlistment in 1862, in the



T. L. Haines, Chicago, Ill.

Twelfth Michigan Infantry, with which he served until the close of the war. After the war he entered Northwestern college, graduating with the degree of Master of Arts. He was valedictorian of his class.

Mr. Haines went to Chicago in 1872 and engaged in the book business, in which he was very successful. For many years he owned a half interest in the prosperous and successful Western Publishing House. Since 1888 he has been the treasurer of the Central School Supply House. Having offices in New York, Chicago, and Atlanta, Mr. Haines has never been an office-seeker, but has lived a quiet, industrious life. His wide experience, rare ability, and unimpeachable integrity, make him an ideal candidate and commend him to the support of every good citizen. He is now serving his third term as president of the School Supply Association of the United States, the influence of which largely regulates the school trade throughout the entire country. It is a source of great satisfaction to Mr. Haines that he enjoys the complete confidence of this organization, the members of which are his competitors.

With L. W. Yaggy, a partner at the time, Mr. Haines was the author of "The Royal Path of Life," which has rarely been surpassed in popularity by any book issued from the press in modern times. The aggregate sales have amounted to more than a million copies. He is also the author of "Worth and Wealth," a book of large circulation.

### Union Label for Books.

The legislative committee of the Montana State Teachers' Association has prepared a bill providing for the establishment of a state text-book commission to be made up principally of persons actively engaged in public school work. This bill has been passed by the state senate, but it was amended so as to provide that all books used in the schools of the state should bear the union label. If this should become a law, Montana would find herself in a peculiar position, for it is asserted that the provision would prevent the commission from securing the best text-books. Supt. R. J. Condon, of Helena, who has investigated the question, has been informed by the leading publishers that they will not compete for business in Montana if compelled to use the union label. In a letter of protest, he says:

"If this provision shuts out from the consideration of the commission of this state the publications of the Macmillan Company, Benjamin H. Sanborn & Company, Houghton, Mifflin & Company, the American Book Company, Silver, Burdett & Company, Ginn & Company, and D. C. Heath & Company, the children of our schools would have to use the poorer text-books and the commission would not have a chance even to consider many of the best publications. As I understand it, the reason none of the leading publishers could furnish books under such a restriction is not because they are opposed to 'union labor,' but many of their contracts for binding and printing are let in such a way that they could not comply with such a condition, or their policy is not to use any special label on their books."

As Montana is sparsely settled and the school-book business in the state amounts to less than \$30,000 a year, there could hardly be any firm which would change its policy for what little share of the trade it might obtain from this state thereby.

### The New Supply System.

Between 400 and 500 principals of the elementary, high, and training schools of New York city, recently met the committee of supplies at the hall of the board of education. Chairman Dix, of the committee, explained that the committee desired the principals to send in an itemized list of the supplies they would need from July 1 to December 1. This measure is one of the movements to a thorough revision of the supply system.

### The Malby Bill for Uniform Text-Books.

Senator Malby has introduced in the New York legislature a second bill which provides that in each county, except those comprising New York city, there shall be a council of education of which the county judge shall be the chairman, and that it shall be the duty of this council to adopt uniform text-books for the county.

In explanation the senator says that it is the practice of the school-book companies to have different text-books adopted for each school district where it is possible to do so. A farmer moving from one district to another in the same county not infrequently finds himself compelled to provide his children with complete new sets of books.

### Bids for School Books.

Under the recently enacted law for the uniformity of text-books in Alabama, a "School Book Commission" has been appointed to include the following: Gov. W. D. Jelks; State Supt. I. W. Hill, Pres. J. W. Abercrombie, of Tuscaloosa university; Pres. C. C. Thach, of the Alabama Polytechnic institute; and Pres. F. M. Peterson, of the Alabama Industrial School for Girls. The commission has sent out the following notice:

Notice is hereby given that, on or before April 16, 1903, the Text-Book Commission of Alabama, created by the act of the legislature approved March 4, 1903, will receive bids for contracts to furnish for use in the public schools of the state, for a period of five years and no longer, thru two state depositories, and three agencies in each county, a uniform series of text-books and supplementary books embracing the subjects specified in section one of said act, and in addition thereto the following branches of study: Vocal music, reading charts, drawing, English history, history of France, general history, history of American literature, history of English literature, elementary chemistry, elementary botany. Said bids shall be sealed and deposited with the secretary of state, Montgomery, Alabama, and shall conform in all respects to the provisions set forth in the act aforesaid. Each bidder will be required to deposit with the treasurer of the state \$500 for each branch of study upon which a bid is offered, the sum of such deposits for all branches not to exceed \$2,500, and such deposits shall be forfeited to the state if the bidder shall fail to execute his proposed contract on or before July 1, 1903. Bids must state specifically and definitely the price at which the books will be furnished and must be accompanied by one or more specimen copies of each book proposed to be furnished.

### Benjamin Franklin Pension Fund.

One of the facts concerning Benjamin Franklin often forgotten is that he worked in England as a compositor and pressman in the years 1725-26. The actual hand press at which he worked was carefully preserved in England until 1841, despite many offers from the United States for its purchase. In that year the press was handed over to an American visitor in England, with a free hand to present it to the United States, as he might think best. At the same time the donors expressed the hope that some form of subscription might be organized in America for the foundation of a special Benjamin Franklin Pension to be devoted to the less fortunate members of the printing trade in England.

The recipient of the press exhibited it in Liverpool and raised thereby a large sum towards the pension fund. The press was handed over to the United States Patent Office in 1842, and in 1883 was transferred to the National museum in Washington. There, however, the matter seems to have rested until recently, when the king's printer, S. Hugh Spottiswoode, visited this country and brought these facts to notice as a means of augmenting the Franklin pension and making it worthy of the name it bears.

The Printers' Pension Corporation was founded in 1827 for granting pensions to incapacitated printers, and in 1865 a royal charter of incorporation was obtained. The objects of the corporation now comprise relief by way of life pensions to aged and infirm printers and widows, free residence in the printers' almshouse, and the maintenance and education of orphan children.

An important feature of the management is the regulation which requires a comparatively nominal contribution as a qualification on the part of all who are to become recipients of the benefits conferred by the institution. Thus the principle of self-help regulates the proceeding of this pension plan, thereby encouraging the exercise of provident habits by members of the trade. Thomas Nelson & Sons are the American agents for the Benjamin Franklin Pension.

## With the Publishers.

Statistics show that 8,160 books were published in America in 1902, as against 7,790 in 1901. It is surprising to learn that there was a falling off in the number of books of fiction, history, biography, and philosophy published.

Printing establishments in Turkey have a hard time attempting to keep out of the government's hands. A law just passed will not make their task any easier. All printing establishments may have only one door and that must open on the street. All windows must be covered with close-meshed wire netting so that no papers can be thrown thru. A statement must be made to the authorities a year in advance as to how much ink will be needed for the year, and this is furnished by the government. A specimen of everything printed has to be kept and must be shown to police inspectors on demand.

A Japanese newspaper declares that, were it not for educational works, publishers in Japan would be virtually without occupation.

The American Book Company announces revised editions of the Barnes elementary and advanced histories.

L. C. Page & Company have recently taken over from Messrs. E. H. Hames & Company, the publication of the *Literary World*, and will issue it in the future under the editorship of Bliss Carman, the well-known poet and critic. The *Literary World* was founded in 1870 by Samuel Crocker, who conducted it until 1877, when it passed into the hands of E. H. Hames & Company, under the editorship of Edward Abbott.

The new publishers, while aiming to maintain the excellent reputation for fairness, thoroughness, and dignity which the publication has enjoyed from the beginning, will spare no pains to improve and strengthen it in every way.

G. W. Sanford, who has charge of the commercial department of the free academy, Utica, N. Y., is the author of a new "Outline of the History of Commerce." This is arranged on the loose-leaf laboratory plan which has proven so satisfactory in the study of scientific subjects. It teaches the pupil how to gather data and how to form his own conclusions instead of receiving them from the text. This plan has the approval of the foremost educators. Powers & Lyons, 1133 Broadway, New York, and 24 Adams street, Chicago, are the publishers.

The Macmillan Company is re-publishing the famous series of "Teachers' Methods," by Charles A. McMurry, first issued six years ago. "General Methods" and "The Method of the Recitation" have already appeared. The work on the latter volume has been nearly evenly divided between the author of the whole series and his brother, Prof. Frank M. McMurry, of Teachers college. The edition has been completely revised, enlarged, and re-arranged. A few of the topics treated are: "Variety Versus Uniformity in Methods of Instruction," "Laws Underlying Processes in Teaching," "Lesson Plans," and "Illustrative Lessons Showing the Processes of Reaching General Truths."

"A Laboratory Manual of Physics," published by the American Book Company, contains all the experiments required by the college entrance boards of the Middle States and Maryland, by Harvard university, and by the New York Board of Regents. This work was compiled by Henry C. Cheston, Philip R. Dean, and Charles E. Timmerman, all teachers in New York city high schools.

Col. George B. M. Harvey, president of Harper & Brothers, has acquired the publishing and syndicate business of R. H. Russell, and Mr. Russell is to become connected with the Harper house. Concerning this transaction Mr. Russell says: "I have transferred my entire business to Colonel Harvey and am to be associated with the Harper house. My reasons for doing so are simple enough. The past year has been the most prosperous I have ever experienced as a publisher, but the tendency of modern business has convinced me that it is only a question of time when a publisher doing a limited business with an organization necessarily small, and without the advantage of periodicals under his direction, will be unable to compete successfully with a larger house having these accessories."

The University of the State of New York has published the twentieth report of the state geologist. It is especially rich in maps and photographs illustrating the subject-matter.

David McKay, the well-known publisher of Philadelphia, has acquired the entire stock and publishing plant of the American branch of George Routledge & Sons, London.

The house of D. Appleton & Company is extending its business to cover most of the English-speaking world. Branches have been established all over this country and a new one in London, under the charge of Mr. Sydney Appleton, is now in operation. Publications of this house will be issued from the English metropolis with the imprint of London and New York.

A. & C. Black, the English publishers of the "Encyclopaedia Britannica," have secured a perpetual injunction restraining the Imperial Book Company from importing into

Canada any copies of the encyclopedia or any part of it printed outside of the British dominions.

Mr. Mallory, of the firm of Mallory, Flood & Company, Cincinnati, a subscription book house, has petitioned for a receiver on the ground that he cannot get an accounting of the receipts of the company. Ellis's "American History" was one of the works controlled by this house.

Prof. F. N. Scott, of the University of Michigan, and Miss Gertrude Buck, of Vassar college, have completed an English grammar, intended to be used in the first year of the high school. The publishers are Allyn & Bacon, of Boston.

The Scribners have imported the Gifford Lectures of Dr. A. H. Sayce, professor of assyriology in Oxford university, on the subject, "The Ancient Egyptian and Babylonian Conceptions of the Divine." The book is crowded with legends, folk lore, and customs, and is a history of unexcelled interest.

A new addition is to be made to D. Appleton & Company's "Library of Useful Story Series" thru William C. Edgar's "The Story of a Grain of Wheat." The wheat berry is traced in its botanical and chemical aspects from its agricultural birth to its final employment in a loaf of bread.

"Reciprocity" by Prof. J. Laurence Laughlin, of Chicago university, and H. Parker Willis, of Washington and Lee university, will be issued this month by the Baker & Taylor Company. This book is the first complete history and discussion of the subject.

Henry Holt & Company announce that they are sending Prof. Kuno Francke's "History of German Literature" to press for the sixth time. One reason for this popularity is undoubtedly the author's remarkable sympathy and understanding of the great modern German dramatists.

Prof. Edw. Channing, of Harvard, has on the press for publication this month a beginner's history of the United States which he calls *First Lessons in United States History*. It will be published by the Macmillan Company, the publishers of Professor Channing's popular *Student's History of the United States*.

The Fifth Book of the *Morse Readers*—by Supt. Thomas M. Balliet, of Springfield, Mass., and Miss Powers—which completes the set, has just been published, and is a fitting consummation of a series of practical grade readers which are attracting wide attention and commendation. Mr. Morse states that from the thousands of sample copies sent out in all directions, only the most flattering criticisms have been received. The books have already been adopted in Boston, Worcester, Hartford, New York, and Milwaukee, in addition to a large number of smaller places.

## Coming Meetings.

April 3-4.—Northwest Ohio Superintendents' and Teachers' Round Table, at Defiance. J. P. Sharkey, Van Wert, president.

April 8-10.—Alabama State Colored Teachers' Association, at Montgomery.

April 9-16.—Northeastern Kansas Teachers' Association at Atchinson.

April 9-11.—Southern Indiana Teachers' Association, at Vincennes. A. E. Humke, executive committee.

April 10-11.—Northern Minnesota Educational Association, at St. Cloud.

April 14-17.—International Kindergarten Association, at Pittsburgh, Pa. Secretary, Miss Fanniebell Curtis, Brooklyn.

April 14-16.—Provincial Educ'ul Association, at Toronto, Ont.

April 14-17.—Western Drawing Teachers' Association, at Springfield, Ill. Mary A. Grimes, Racine, Wis., secretary.

April 16-18.—Inland Empire Teachers' Association, at Walla Walla, Wash.

April 16-18.—Northwestern Iowa Teachers' Association, at Sioux City. O. H. Avery, Spencer, corresponding secretary.

April 22-24.—Eastern Art Teachers' Association at Washington and Baltimore. Prof. Alfred V. Churchill, president.

April 22-27.—Southern Educational Conference, at Richmond, Va. Dr. A. B. Forwell, Hampton, Va., secretary.

April 25.—New Jersey High School Teachers' Association, at Newark. W. A. Wetzel, president; Cornelia E. MacMullen, East Orange, secretary.

April 28—May 1.—Florida State Colored Teachers' Association, at Ocala.

May 2.—Massachusetts High School and Classical Teachers' Association, at Cambridge. William F. Bradbury, secretary.

June 24-26.—Kentucky Educational Association, at Maysville. Supt. John Morris, Covington, president; W. H. McConnell, Smithfields, secretary.

June 30—July 2.—Ohio State Teachers' Association, at Put-in-Bay.

June 30-July 2.—Pennsylvania State Educational Association, at Wilkesbarre. Supt. Addison L. Jones, West Chester, president.

July 6-10.—National Educational Association, at Boston, Mass. Irwin Shepard, Winona, Minn., secretary.



## Notes of New Books.

A series of four histories has been prepared on pedagogical lines that takes in ancient history to Charlemagne, European history from Charlemagne to the present day, English history, and American history. These volumes follow the plan recommended by the Committee of Seven and make a complete course for students in secondary schools. The first volume, *Essentials in Ancient History*, is by Arthur Mayer Wolfson, Ph.D., assistant in history, De Witt Clinton High school, New York, in consultation with Albert Bushnell Hart, LL.D., professor of history, Harvard university.

This volume, like the others in the series, presents the work of one school year, and the aim has been to so divide the work that a week may be devoted to each chapter. The numbered sectional headings in the margin show the natural division of each subject, and furnish a convenient means of reference and cross reference. In the stimulation of independent research and for review the teacher will find the brief bibliography of great service. There are two sets of questions at the end of each chapter—the first a set which may readily be answered from the text or from ordinary compendiums such as cyclopedias, atlases, and the like, the second a set providing for a modern method of search into a wider range of authorities.

A brief summary of the facts in each chapter is given at the end. The main purpose of this is to train pupils to think. Many maps are given, for it is very essential that the study of geography should accompany the study of history. These maps make clear the geographical relief, the relations of mountains, plateaus, river systems, and lowlands which play a part in history. The views of cities, historic regions, objects of art, etc., all help to explain the text and add interest to the study. The volume is one of the best specimens of a modern historical text-book. (American Book Company, New York. Price, \$1.50.)

No one can hope to get a knowledge of literature by studying about it—he must study the masterpieces themselves—yet there is a history of literature. What influences within and without the life of a people have produced this literature worthy of consideration. It is this feature that is ably presented in *A Student's History of English Literature*, by William Edward Simonds, professor of English literature in Knox college. He characterizes discriminatingly each period and each prominent writer in each period. The student is therefore enabled to survey intelligently this vast and varied field. The influences that were at work in the Anglo-Saxon period, in Norman times, in the sixteenth, seventeenth, eighteenth, and nineteenth centuries are traced.

In the suggestions for study have been embodied such analysis and criticism as seemed reasonable in a text-book of this grade. These relate to literature about masterpieces, correspondences and differences between poems or prose writings, questions as to language, etc. It is left to the teacher to determine how much of this material shall be used, as the capacities of classes vary. One excellent feature is the analysis of works. For instance, the plot of the play of Macbeth is represented by a pyramid. One line begins with the weird sisters and runs up to the murder of Duncan and the possession of the crown (apex); the other runs down to the arousing of Macduff, the retreat of Dunsinane, and the end in the death of Macbeth. Analyses, with suggestions for study, are given of many other noted works. The teacher will find these invaluable, as are also the maps, chronologies, etc. The reproduction of title pages, frontispieces, and old portraits is a very attractive feature. (Houghton, Mifflin & Company.)

*The East of To-Day and To-Morrow*, by Henry Codman Potter, D.D., LL.D., Bishop of New York. Bishop Potter visited Japan, China, India, the Philippines, and the Hawaiian islands a short time after the close of hostilities in the Philippines and he has given the result of his careful observations in this volume. It is written thruout with remarkable clearness of vision and in the most candid manner, giving both sides of the various questions under consideration and showing that the conclusions given are based upon careful reasoning.

China and Western blunders receive the first attention. The American cannot understand the ability of the Chinaman to take every occurrence in good part, even allowing acts that are both insulting and actual assaults with no apparent disturbance of equanimity. Nor can their indifference to matters outside of their immediate concern be in any way comprehended.

We hardly have a passing glance at the motives that control the conduct of the Filipinos, and, until we gain an insight into their way of thinking, how can we expect to succeed in pacifying the country? Nor are we any better informed, Bishop Potter tells us, in reference to India or to the islands of the Pacific which we have annexed. Missionary efforts in all these regions are to be highly commended and yet, in most instances, they have been largely a failure because the men have failed to appreciate the standpoint of the natives. India, especially, has been completely misapprehended so that we

have been accustomed to place disgusting and despicable exceptions in their life, such as suttee and child marriage, as the rule, if not enjoined by their religion. Thus Dr. Potter actually makes his book a strong plea for a broader view and more tolerance of what is not well understood. (The Century Company, New York. Price, \$1.00 net.)

### Classic Language Texts.

By Dr. Paul Grummann.

*Latin Composition*, for classes reading Caesar, by Anna Cole Mellick, A.B., Brearley school. By means of references to the main grammars, the author outlines review work, presents a vocabulary and gives exercises for translation in each lesson. In the first exercises only disconnected sentences are given, but gradually connected matter is introduced. The book does not go into grammatical details, but is constructed upon the principles that a review of the important facts of grammar is the important function of a composition book. (American Book Company, New York.)

*The First Year of Latin*, based on Caesar's War with the Helvetii, by Walter B. Gunnison, Ph.D., principal of Erasmus Hall High school, Brooklyn, N. Y., and Walter S. Harley, A.M., instructor in Latin, Erasmus Hall High school. Seventy-nine pages of introductory matter precede the first lesson taken from the Commentaries. This shows a most salutary reaction against the inductive method as it appeared in beginners' books some years ago. The presentation of grammatical principles and paradigms is unusually satisfactory. It is one of the few Latin books which lay proper stress upon details which are of real help to the student. Both declensions and conjugations are so presented that the basic principles are not only clear but must be mastered. The frequent review exercises and questions also show that the authors are practical teachers. (Silver, Burdett & Company. Price, \$1.00.)

*Writing Latin: Book One—Second Year Work*, by John Edmund Barss, Latin master in the Hotchkiss school. (Gildersleeve-Lodge Latin Series.) Many Latin composition books attempt too much in the work for the second year, and fail to emphasize the grammatical basis of the exercises to be translated. Each lesson of this book contains, not only grammatical references, but special hints on matters which might remain vague to the student even after he has consulted the grammar. The first part contains exercises illustrative of grammatical principles; the second paraphrases from Caesar to be used in connection with the exercises in part one. Twenty-five exercises are also given in which the student is to write sentences illustrating some grammatical rule and in so doing use certain prescribed expressions. (University Publishing Company, New York.)

*Virgil's Aeneid*, with introduction, notes, and vocabulary, by Henry S. Frieze, late professor of Latin in the University of Michigan. Revised by Walter Dennison, professor of Latin in Oberlin college. A thoro revision of the text and notes of this edition brings it up to the level of modern scholarship. The introduction contains brief but clear statements concerning the poet, the poem, manuscripts, the meter, and a bibliography, a matter too often forgotten in school books. A list of irregularities of scansion and a very careful vocabulary are appended. Many helpful illustrations of archaeological value are included in the notes. The typography is excellent. (American Book Company. Six books, \$1.30; twelve books, \$1.50.)

*Caesar's Gallic War*, with introduction, notes, and vocabulary, by J. H. Westcott, professor of Latin in Princeton university. This handsome edition of Caesar will be welcomed by many teachers as supplying a real want. An extensive introduction gives important information on Caesar, his army, and the provinces on which he writes. The print is unusually fine, the illustrations artistic, and the maps are superb. The notes are brief but adequate and are not burdened with unnecessary references to grammars. Many editions apparently have been prepared on the supposition that the elementary work of the student has not been sound. Many matters usually treated in the notes appear in the vocabulary where they more properly belong. (D. Appleton & Company, New York.)

*A Writer of Attic Prose*, by Isaac Flagg, assistant professor of Greek in the University of California. The purpose of this book as set forth in the preface and on page 103 is to furnish for the purpose of drill in composition selections from Xenophon and exercises for writing which consists of paraphrases of the text. The author properly calls attention to the importance of practice in correct copying on the part of students, of dictation exercises and practice in reproduction from memory. This method is infinitely superior to the rather slavish memory work suggested in many books representing the inductive method. A complete vocabulary for the Greek selections is appended. (American Book Company. Price, \$1.00.)

*Horace—The Complete Works: Odes and Epodes*, edited by Prof. Chas. E. Bennett; *Satires and Epistles*, edited by Prof. John Caven Rolfe. The editors are too well known as authorities in Latin to call for extended notice. Both parts



contain excellent introductions on sources, language, and meters, as well as biographical and critical material on Horace. Both editors base their adequate and exact notes largely upon German editions, stating explicitly that American editions have not been consulted. (Allyn & Bacon, Boston. In separate volumes, \$1.40 each; the two volumes in one, \$2.00.)

*M. Tulli Ciceronis: Laelius De Amicitia*, edited by Clifton Price, Ph. D., instructor in Latin in the University of California. Dr. Price has edited the *Laelius* with reference to the needs of college or senior high school students. He gives an extended account of Cicero's life, especially that part which is of interest in connection with the text in the introduction. Ample and exhaustive notes at the bottom of each page deal with references and discuss Latin constructions in a very helpful manner. An index to the notes facilitates reference. Grammatical notes refer to Allen and Greenough, Bennett, Gildersleeve-Lodge, Harkness, and Lane. (American Book Company. Price, \$1.00.)

*A School Grammar of Attic Greek*, by Thomas Dwight Goodell, professor of Greek in Yale university. Professor Goodell has prepared a Greek grammar which compares favorably with its predecessors in clearness of statement and simplicity, without sacrificing scientific value. Many of the traditional terms are discarded, and decided advances are made in the book, especially in the treatment of syntax. The introduction gives a general statement of the dialectic variations of Greek and traces the growth of the Attic in particular. An unusually modest preface defines the aims of the book. The publishers have spared no expense in the typography, a matter of prime importance in Greek texts. (D. Appleton & Company, New York. Price, \$1.50.)

*A Grammar of Attic and Ionic Greek*, by Frank Cole Babbitt, Ph. D., professor of the Greek language and literature in Trinity college, Hartford. This grammar, begun with the co-operation of the late Prof. Frederick De Forest Allen, of Harvard, was intended originally only for students of secondary schools, but was enlarged sufficiently to make it an ample guide for all college students. It is a fact which calls for special comment that this book, as well as Professor Goodell's new Greek grammar, incorporate many of the results of modern philology without becoming too technical in these matters to be of real help to the student. Professor Babbitt calls attention in his preface to the fact that pupils are too seldom given adequate help in this direction, but are called upon to simply memorize forms. The book is dedicated to the memory of Professor Allen. (American Book Company. Price, \$1.50.)

#### Mathematics and Natural Science.

By La Roy F. Griffin, Mass.

*Differential and Integral Calculus*, by Virgil Snyder, Ph. D. (Göttingen), and John Irwin Hutchinson, Ph. D. (Chicago), of Cornell university. This book is one of the Cornell Mathematical Series and is suited to classes that need a brief course in the calculus. It begins with the fundamental principles, giving numerous examples of their application, and then develops all the ordinary forms of differentiation. A clear discussion of the methods of applying these to geometrical figures follows. Nearly the same method is followed in the processes of integration. The student who masters this brief treatise will have excellent command of the calculus as a tool. (American Book Company, New York, Cincinnati, and Chicago. Price, \$2.50.)

*Shades and Perspective: A Text-Book on the Principles of Descriptive Geometry*, by O. E. Randall, Ph. D., professor of mechanical drawing, Brown university. Professor Randall combines very successfully the theoretical and practical problems which connect descriptive geometry and mechanical drawing. After carefully giving the definitions and notations, he first develops the locations and shadows of points and lines, and then goes on to planes, solids, and curved surfaces. No attempt has been made to secure either artistic or elaborate drawings, but only to present those which have actual value in class-room work. At the same time, the drawings are so planned as to reduce the work of the instructor as far as may be. The drawings needed for the work are given at the end. (Ginn & Company, Boston and London. Price, \$1.50.)

*Elements of Physics*, by Ernest J. Andrews, instructor in science in the Robert A. Waller High school, Chicago, Ill., and H. N. Howland, instructor in physics in the South Division High school, Chicago, Ill. The authors have written a text-book upon the plan that high school pupils need two things emphatically in their science work—mathematical demonstrations and careful class drill. So, just as far as possible, mathematical demonstrations take the precedence. The result must be that the pupil gets good training in deductive reasoning. The illustrations are well selected and much attention is given to the later applications of the principles, such as wireless telegraphy.

A laboratory manual of experiments is given at the end. The experiments are well selected upon the principle that the

training should be principally quantitative measurements. If about as many more could have been included, calculated to train directly in observation and induction, the book, now good, would have had a still wider field of usefulness. (The Macmillan Company, New York and London, Eng. Price, \$1.10, net.)

*The Cause of the Glacial Period: Being a Résumé and Discussion of the Current Theories to account for the Phenomena of the Drift, with a New Theory by the Author.* By H. L. True, M.D., member of the Ohio State Academy of Science. After briefly reviewing the leading theories hitherto advanced to explain the cause of the Glacial Period, and pointing to the weak points of each, Dr. True advances a new theory. He attributes the accumulation of ice at the North to the general elevation of the land there. The fact, that, while Asia is entirely, and Europe almost entirely, free from glaciation, parts of this continent are still covered with ice, Dr. True explains as follows:

In the beginning, he maintains, the solid earth was a perfect sphere, with the water forming a covering about it. Owing to centrifugal force the earth at the poles was drawn toward the equator where it formed a belt. The consequent land elevation at the poles would reduce the temperature there and form the ice.

After a time, Dr. True maintains, the addition of the land around the equator destroyed the equilibrium of the earth so that it toppled back and forth. The destruction of the equilibrium caused the ice in the north to move southward and thus the ice period was brought to an end in most countries.

The weak point of this view seems to be the proposition that at first the solid earth was almost round. It is ingenious, however, and contains elements that appear to be true. It is probable, also, that it will awaken thought and discussion and in that way it may contribute to the solution of the problem. (The Robert Clarke Company, Cincinnati.)

*First Book of Forestry*, by Filibert Roth, chief of the Division of Forestry, United States Department of the Interior, in charge of the work in the government forest preserves, and formerly assistant professor of forestry in Cornell university. This book aims to present the purpose and work of forestry. In the beginning, the reader is led thru the woods in the early fall and is shown the distinction between a true forest and an area only partially covered with trees. Then, the leading differences between trees grown in the open and those crowded closely together are introduced. The necessity of artificial seeding, of caring for seedling trees, and of properly thinning the young growth, is clearly presented. Tho a forest will perform these processes for itself it will require a long period to do so, and a great loss of wood and lumber will be the result. Hence, the forester should assist by removing superfluous trees—taking always the least promising ones—should utilize the material removed, and should aid in the seeding and the sapling growth of partially opened areas.

The author also treats of the adaptability of different woods to their soils. The views given are worthy of particular note. (Ginn & Company, Boston and London. Price, \$0.75.)

*Nature and the Camera; How to Photograph Live Birds and their Nests; Animals, Wild and Tame; Reptiles; Insects; Fish and other Aquatic Forms; Flowers, Trees, and Fungi*, by A. Radclyffe Dugmore, author of "Bird Homes," illustrated from photographs by the author. The use of the camera in studying the position and appearance of wild animals and birds is comparatively new. The work involves certain difficulties that those of the most experience have only learned to overcome by very many failures. This book is designed to point the way so that no others need meet disappointments from misdirected efforts. The appliances, camera, dark room, developers, fixers, toning fluids, and so on, are all carefully treated and such directions given as to enable the amateur to make wise selections.

(Continued on page 395.)

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

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## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING APRIL 4, 1903.

### No N. E. A. Exhibit.

It is hard to teach an old dog new tricks. It is harder yet to make the leaders of the N. E. A. see the importance of having a dignified representative educational exhibit in connection with the annual convention. With wise organization and tactful conduct these exhibits might be made quite as profitable and interesting as most of the papers and department sessions. The reason that the experience of past years has not been encouraging is to be found mainly in the chicken-hearted attitude of the presiding officers who could not get themselves persuaded that an exhibit is worth including in the program, worth arranging with care, and worth calling attention to at every session. The executive board should never have permitted the reduction of the exhibit to a mere source of revenue for the local committee of the town favored with the convention of the N. E. A. Negligence in this respect has given the Boston committee ample excuse for omitting the exhibit altogether. With reminiscences of the most recent experience at Minneapolis, with its lemonade stands at ten cents a drink, which in the whole city outside retailed for five, it is no wonder that many have come to regard the exhibit as unworthy of any connection with an educational association.

The larger publishers and school supply houses, almost without exception, are glad that the Boston committee has decided against the holding of an exhibit. Their experience in the past has not been conducive to any favorable attitude toward the matter. The large expense involved apparently profited no one but the exchequer of the local committee. Subscription agents and a few others who do business by direct sale to teachers seemed to be the only ones who could realize any tangible return for their investment and labor under the circumstances.

THE SCHOOL JOURNAL has been fighting for several years to have the managers of the N. E. A. see the importance of a good national Educational exhibit. It may be that the action of the Boston committee will lead to a more general discussion of the matter.

The following letter has been received from Edward R. Warren, chairman of the local executive committee for the next N. E. A. convention:

"After a painstaking investigation and a careful consideration of all interests concerned, it has been finally decided to omit the customary exhibit at the Boston convention.

"No general sentiment in favor of holding such an exhibit on this occasion exists among former exhibitors. One reason offered is that recent exhibits have not been financially profitable to exhibitors. Another and more forcible one is that at the Boston convention forenoons are to be devoted to department meetings in the various halls and churches about Copley square, and the only general sessions will be held in the evenings at Mechanics Hall. Numerous interesting and attractive excursions will engage the attention of large bodies of the teachers throughout the entire day. Therefore, if an exhibit of the usual type were held it would not be resorted to by any considerable portion of the delegates.

"Nevertheless we fully appreciate the value of the co-operation of publishers, manufacturers of appliances, and the like, and the educational quality and interest of their exhibits. Accordingly we shall be pleased to print in our official program, impartially and without charge, the

names and addresses in Boston of all parties who have exhibits germane to the general purposes of the convention, together with a very brief indication of the character of each exhibit, provided such exhibits are located in places satisfactory to us, and such information is received on or before June 1, 1903. As numerous visitors are likely to remain in the city after the convention is officially closed, we believe that there is much to commend this substituted plan.

"Furthermore we wish to state generally, and in response to inquiries already received, that the execution of any plans which exhibitors may devise for the edification or entertainment of the delegates and which we regard as reasonably congruent with the general scheme of the convention will receive official recognition and our cordial co-operation. We shall also be glad to give assistance in the form of suggestions, and shall be happy to act as a medium between exhibitors to prevent any undesirable overlapping or conflict of plans."



### In the Good Old College Time.

Dr. Nicholas Murray Butler was graduated from Columbia just twenty-one years since. It is well to bear this in mind in reading his strenuous arraignment of the colleges for their awful degeneration in the past twenty-one years. Dr. Butler was favored by the Norns to an unusual degree to be permitted to close his callow college years before the decline set in. Those who were not born under his lucky star will go mourning about the streets when they hear of the good old college times which ended June, 1882.

Oh, for the golden days of old! Twenty-one years may not appear to be so very long a period to some gray-haired mastodon, but all these things are necessarily relative. Methuselah in his nine hundred and sixty-third year remembered distinctly how the world had grown worse ever since Lamech left college, in the short period of seven hundred and fifty years. And some others of us, in the bosom of our alumni associations and other exclusive circles, get together by years in some corner and figure back to the time when we were young, to locate the exact date of the deluge that ruthlessly destroyed all that made life worth living, and left to those who came after us only the dregs.

This is how President Butler pictures the contrast between the old and the new American college in the *Columbia Literary Monthly*.

In the past twenty-one years nearly every leading college in the United States has either become a university or has tried it and failed. The old American college hardly exists nowadays, and, unless all signs mislead, those who want to get it back in all its useful excellence will have to fight for it pretty vigorously. The milk-and-water substitutes and the flat universities that have taken the place of the colleges are a pretty poor return for what we have lost.

I am distinctly of the opinion that at Columbia undergraduate life was richer and more helpful in the old days than it is now.

He suggests as a future policy "that the course of undergraduate study needs overhauling in order to squeeze out the water, to disentangle the college from the professional schools and to get back at least some of the inestimable advantages of the old coherence and continuity." How severe Dr. Butler is on the colleges may be seen from this:

That the course of study at present characteristic of the leading colleges is not worth spending four years on I have said many times, and no one has as yet offered any reason to the contrary which appeals to my intelligence. That the love of letters and polite learning and the knowledge of the older humanities have declined among American college students generally is made evident in a hundred ways. Too early specialization is at the root of some of these evils, and the modern passion for being in a hurry and for spelling success m-o-n-e-y is at the root of the rest of them. Discipline, too, has been relaxed, and the college student has largely lost the character-building advantage of being *in statu pupillari* and of being compelled to do a good many things that he calls useless and does not like.



What we need, it appears to me, in every college, is a tightening of the lines in all these respects. They were much tighter twenty-one years ago, and I liked the sum total of conditions then better than I do now.

President Butler expresses his belief that modern college athletics are overdone. He says:

Twenty-one years ago the proper proportions between work and play were better observed than now, and athletics were genuine sports, not occupations. Students to-day are much more in the public eye than is good for them. They rush to the newspaper alike with their prizes and their injured feelings, and their boyish achievements are lauded like the labors of a Hercules or the valorous deeds of an Achilles.

What President Butler says in this last paragraph is sound to the core. The mania for being written down in the newspapers is, however, not a weakness peculiar to undergraduates. The other strictures must be read with considerable discrimination. If they are to serve as an argument for Dr. Butler's peculiar view regarding the length of the college course, they are explainable, tho just as unacceptable as those same views. If the present college course is not worth spending four years on, let the course of study be overhauled.

Dr. Butler is right that "too early specialization is at the root of many evils." For that very reason the college course should not be shortened, and the introduction of the elective system should be placed under the control of mature pedagogical judgment. It is a strange coincidence that President Butler, following in both instances President Eliot, of Harvard, should have been found among the prophets of electivism and the shortening of the college course, and then discover in his own heart that "too early specialization" is bad.

The outlook for the dignifying and enrichment of the college course has never been better. Under the leadership of President Hadley, of Yale, and President Wilson, of Princeton, the foundations are being laid of a new American college which will restore the best there was in the old college, with its idealism and direct contact between master minds and the young. While the work will be more closely adapted to the educational needs of individuals, the selection will be made by the professor rather than the student. The extreme disciples of President Eliot's doctrine of electives have made a thoro reconstruction of the college necessary. Let us hope that twenty-one years hence, some one will feel justified in dating the renaissance of the golden college age from 1903.

### What a Principal Can Do.

Prin. S. R. Lowry, of the North Knoxville school, has transformed his school into a spot of beauty. It is in fact one of the most beautiful schools in the state. And all this was done without drawing upon the taxpayers.

Principal Lowry won his teachers to an appreciation of his plans and they agreed to improve their rooms from time to time by papering the walls, hanging pictures, and otherwise making the school-rooms attractive places. Next he began beautifying the school yard, and to-day his yard is almost a bower of flowers. What was formerly a mass of black cinders or red clay, a dull, uninteresting school yard, which during the summer months became overgrown with ugly grass and weeds, is now sodded with green grass studded with flower beds and shrubberies.

The back yard is still open to the children as a playground, but the ugly cinders have been scraped away and in their stead is a carefully graded gravel plot. The old muddy roadway which led to the building is also a thing of the past and instead is a well graveled road.

At present the flower beds are just beginning to bloom and various colored hyacinths, jonquils, peonies, and buttercups greet the eye of the visitor. As fast as the season for the flowers planted ends, they will be dug up and others put in their places. In this way it is proposed to have flowers blooming thruout the summer and early

fall. A large amount of shrubbery will be planted in the yard and along the base of the walls of the building will be clinging vines, which will in a short time cover the entire building. Everything that will add beauty to the place will be planted as the proper season arrives.

An idea of the variety of flowers, vines, and shrubbery ordered may be gained from the following list, which may also serve as a guide for others:

Eighty privets of the California variety, one Mahonia aquifolium (large), two crataegus pyrocanthae, one common snowball, two Japonicas, three hydrangeas, one citrus, two altheas, four forsytheas, three jasminums, one robina hispida, four white lilacs, four blue lilacs, one weiglia rosea, three kerria, three flowering quinces, three magnolia purpurea, one honeysuckle, two berberis thunbergii, three mock oranges, and one verberna shrub.

The plans for this improvement were drawn by Professor Keffer, of the University of Tennessee. An expert gardener has been employed to arrange the beds according to these plans.

### Practical Training of Farmers.

Hon. James Wilson, United States secretary of agriculture, recently discussed "The National Government Education in Agriculture" before the Twentieth Century Club of Boston. He emphasized the point that the great scientific bureau of which he is the head, has to combine with its experiments and investigations the work of training its experts and scientists. There are no schools or colleges anywhere which have either the equipment or the teachers to give such training.

"The farmers," he said, "as a class, need more education, and we are trying to give it. For instance, we have taken up the study of meteorology, the influence of heat and moisture as applied to plant life, of wind and its course, of evaporation and its effects. This important subject, whose usefulness everybody knows, was not, until within the last few years, studied in any of our colleges.

"We have to train men in plant pathology—a study which is not even attempted at agricultural colleges. We do this, not for the sake of abstract science, but because the farmers need help.

"The colleges, with their growing tendency toward extreme specialization, are producing men well trained along special lines, but unable to co-ordinate their knowledge along other lines. In agricultural work we can make little use of such specialized men. For our purpose a man must specialize, and then take another special course in applying this knowledge. Such a course could not be crowded into four years, and perhaps not into six; it might take eight.

"Education, such as has been neglected by our higher institutions of learning, is necessary in agricultural work. Sixty-five per cent. of our exports are farm products, and are grown by men with no special training save the tradition of the farmer. The education in this science should begin in the common school and be rounded out in the secondary schools and colleges. If the schools and colleges gave what is needed by practical farmers more would go to them. At present, institutions which are getting large annual incomes from the federal government to train farmers are diverting the money into other departments. They are not equipped for the work. Thus they rob children of the soil for the sake of a few more professional men, who are not so imperatively needed."

#### A Missouri Plan.

The traveling exhibition car of the school of agriculture of Missouri State university has proved so successful that the enterprise has passed from an experiment to a regularly established department. This car was designed to meet the needs of the people in the smallest towns.

The car itself is an ordinary passenger coach. The seats are removed at one end, making room for the lecturer's stand. A magic lantern is used to throw views



on a screen at one end of the car. These views are taken from the experimental farm at Columbia, Mo., and show the methods in use on his farm, which is considered a model one. Different varieties of fruit, grasses, stock and other farm products are also shown.

All about the car are specimens of imported grasses and forage plants adapted to the different sections of the state. There is a collection of concentrated feeding stuffs with an accompanying chart showing their comparative value for feeding cattle. In the horticultural department there are shown properly grown fruit trees, illustrating the best methods of shaping and pruning them, typical commercial varieties of fruit and spraying apparatus, with demonstrations of their proper use. The symptoms of the various diseases to which farm fruits are subjected are illustrated by pictures, and the fruit itself, so that any one may learn to detect the disease.

There is also a complete collection of all ordinary insect pests, and beside each specimen is a complete list of crimes he commits, together with the quickest and cheapest way of exterminating him. The car also carries a library and distributes books and papers on subjects of interest to the farmers.



### The Pay of the Teacher.

Some time since the New York *Evening Journal* pointed out that the average coachman was paid \$50 a month, with his board, and the average teacher in the country \$47.55 per month, without board—the coachman being responsible for the care of two or three horses, and the teacher responsible for the future welfare of forty or more children. The *Journal's* editorial was reprinted in the *Tribune*, of Uniontown, Pa., with this comment:

"When you consider that the average teachers' salary in this county is much less, and when you consider that the cost of living in Fayette county is at the very maximum, it is no wonder we spoke out as boldly as we did. There has recently been created a new officer at the court house, whose duty it will be to see that the janitors clean out the cuspidors, etc., and we see he is to be paid \$70 per month, and twelve months in the year. What a sight! Worth \$840 per year to see that a few cuspidors are cleaned, and worth \$240 per year to educate your children! God spare the spectacle."

To this note the *Journal* adds in the most prominent place on the editorial page the following words which are well worth thinking over:

Here, indeed, as the editor of the *Tribune* remarks, is interesting evidence of the utter indifference of the public to the supremely important work of teaching children.

The janitor in a little local court house is paid \$70 a month, or \$840 for the year, and, in the same county, the school teacher is paid \$240 for the year.

Something should be done by the teachers and for the teachers to compel recognition of their value and importance in the community.

Every child is not only taught by them, but influenced by them.

They are the creators of the future. They deal individually and personally with every one of the millions of human atoms that will go to make up the future of the race.

There should be, thruout the country, a great national organization of school teachers, and in the great cities there should be unions of school teachers demanding and securing proper pay, and combining for their own protection.

The cities of New York pay on an average a salary of \$863 a year to a teacher; the cities of Massachusetts, \$725; the cities of Pennsylvania, \$528, and the cities of Maine, \$448. In Pennsylvania, as a whole, the salary of the women teachers averages \$304.

The public needs to be educated to a more adequate appreciation of the services of the teachers of young America. The newspapers which are hammering away at it are doing a commendable work. The more the importance of the schools is understood, the better the teaching will have to be. The better the salaries, the easier it will be to secure and hold good teachers. The people are beginning to see this. As a result, the pay of teachers is gradually improving. Let the education of the taxpayers be kept up. Persistence of organized effort will win in the end.

### Architecture of an English School.

Study of the methods employed by others is often of value. A description of one of the most recent specimens of English school architecture may offer some suggestions for school architects in this country.

The Burslem, England, school board has constructed a set of buildings which are typical of the form of school buildings now being erected in Great Britain. This school consists of two blocks of buildings, one for a mixed department, and one for an infants' department, accommodating 420 and 290 pupils respectively.

The mixed school consists of a central hall lighted along the whole of one side, as well as by dormer windows and skylights. Opening into this large apartment are six class-rooms, lighted from the end. Each class-room is adapted for sixty persons. There are separate entrances for girls and boys, cloak-rooms, apparatus rooms and teachers' rooms.

The "infants'" hall is fifty by thirty-six feet, and comprises a double room divided by movable partitions. There are two class-rooms, with cloak and teachers' rooms.

The walls of both sections are of brick, the roofs are tiled, and the floors are of wood or encaustic tiles on concrete. Dadoes of glazed tiles of simple designs, with plaster above, form the internal finish to the walls, the ceiling treatment being of the open timber type.

In addition to the high pressure hot-water apparatus employed for heating purposes, each class-room is furnished with an open fire.

High gable casements and dormers afford a ready means of ventilation, while tubes and air pumps maintain fresh air in cold weather.

All the teachers' rooms are lined with glazed brick, as are the playrooms.

Boundary walls, and wrought iron railings and gates enclose the property. Externally the architecture is of brick and tile, combined with a sparing use of stone.



### Harmony in Decoration.

The principal's platform is a focus of view in a school and so it is worth while to make it an interesting object lesson by means of its decoration. Too often in schools where the platforms are decorated a considerable outlay is made and some meaningless form is produced.

A valuable method, suggested by Arnold W. Brunner, of New York, is to make each platform illustrate in its adornments some particular period in the development of this country or of the world.

One platform might be treated in the Greek style, being decorated with the plaster casts of Greek work now so easily obtained at any good art store, worked in as part of the design, and placed well above the fracture line—a panthenaic frieze, for instance, extending across the back, or a series of portrait busts set on suitable pedestals.

An arrangement to illustrate the Colonial period of this country might have large russet-colored photographs of persons and places framed in woodwork harmonizing in color and design.



The average expenditure for a pupil in the public schools of this country last year was \$21.14, or four cents a day of the average school year. New York had the highest expenditure, \$41.68 per pupil, and North Carolina the lowest, \$4.56.

Dr. David Starr Jordan, of Stanford university, delivered the principal address at the exercises commemorating the thirty-fourth anniversary of the University of California. Dr. Jordan spoke on "American University Tendencies," and protested vigorously against the collegiate system whereby men are required to study things that they do not intend to use. He denounced men who come to college to win prominence in athletics or shine as social lights. He recommended that these men be excluded from the university.

### The Escalator as a School Device.

It seems almost certain that as soon as public sentiment is sufficiently educated, sky-scraper school-houses will be a matter of course in the large cities. The idea has been broached in New York and plans have been drawn. One great objection to their use is the fact that high buildings would necessitate a large amount of climbing stairs on the part of the children. To obviate this difficulty, it has been suggested in many quarters that the schools be fitted with escalators or moving stairways.

The escalator is a decidedly modern invention, but one that has worked satisfactorily in many situations where the demands are as severe as they would be in a school.

The escalator now in use consists of an endless series of steps, connected together by a heavy sprocket chain, which, at the proper place, engages with a driving sprocket wheel. Each step is essentially a four-wheel truck, bolted to a shaft, which, in turn, is connected to the links of a driving chain. There are two wheels at each end of the truck traveling in separate tracks, so placed that the steps remain horizontal at all points of the ascent. At the landings, the top and bottom of the escalator, the trucks travel in the same plane, so that the steps there become a moving sidewalk. Ample opportunity is thus given to board the device before the ascent begins, and, at the top, to step off again. A traveling hand rail, moving at the same rate of speed as the step, simplifies its use.

Should a person fail for any reason to step off at the upper landing, a device, called a shunt, removes him from it. This consists of a box-like affair, triangular in plan, placed about ten feet from the top of the escalator with the apex pointing against the direction of the moving platform. In the lower part, set in a vertical position, are two belts running backwards from the apex. Anything coming in contact with these belts is gently brushed aside.

Every part of the escalator is made to micrometer measurements to a thousandth of an inch, by special machinery designed for the purpose. As a result of this unusual precision, the various steps fit together so closely that even a piece of paper cannot be forced between them.

To secure noiseless operation, the wheels on which the treads move are deadened with lead, raw-hide pinions are used in the driving-gear, and the tracks are built up of wood and steel. All parts of the running-gear are made of crucible cast steel, the axles and link-pins being of cold drawn steel. Each casting is subjected to a test many times the working strain to come upon it before it is used.

A duplex type of the escalator has been devised, one side going up and the other down. This should be of especial value in a school. Mr. Charles D. Seeberger was the inventor of the scheme and he has installed most of the escalators now in use.

### University for Porto Rico.

Dr. Samuel McCune Lindsay, commissioner of education for Porto Rico, has introduced, in the executive council of the island, a bill establishing a university there. This bill provides that the university shall consist of a normal department to be known as the Insular Normal school for the training of public school teachers; an agricultural and mechanical department for the training of teachers, and for the promotion of agriculture and the mechanic arts; a department of the natural sciences and engineering; a department of liberal arts; a department of law, and a department of architecture.

Concerning the project Dr. Lindsay says:

"A university here would do more to extend the sphere of American influence thruout the West Indies and the countries of South America, and to equip men and women for the important work of teaching and leadership in professional life and in the governmental work in Porto Rico than any other gift the American people could make."

### The Busy World.

A most astonishing chemical discovery has been made by M. Curie, a French physicist of the highest reputation. During the past year or two prominent scientists have been experimenting with radium, a new chemical element. M. Curie has found that it possesses the extraordinary power of continuously emitting heat without confusion or change of any kind, and this after months of critical watchfulness. It will melt more than its own weight of ice every hour. This would seem impossible, but it probably has a cause, and this is what the scientists are now in search of.

Harvard's astronomical authorities announce the discovery of a new star recently found by Mme. Ceraski of Moscow. The new star belongs to the class of variables, that is, it is partially bright, but occasionally is eclipsed by an intervening star.

### Comparative Weight of Brains.

Professor Marchand, of Marburg, has done some excellent work in the study of psychology, and in this work he has accumulated the largest number of brain weights ever collated. He gives a thoro analysis of 1,169 cases. The average weight of the brain, at birth, of a male child is 360 grammes, and of a female child 353 grammes.

Altho there is some relation between the stature and the brain weight, the relation is very inconstant. The lesser weight of a woman's brain, it appears, is not alone dependent on her smaller stature, for a comparison of both sexes of the same stature shows that the male brain is invariably heavier. In a growing child, until it reaches a stature of 70 centimeters, the brain weight increases proportionately with the body length, irrespective of age or sex. After that the male brain begins to outstrip the female.

The maximum brain weight is usually attained at about the twentieth year, when the average of the male is about 1,400 grammes. The female maximum is usually reached about at the seventeenth year, when the average is 1,275 grammes.

### Death of a Wandering Scholar.

Charles Godfrey Leland, famous as an author and poet, died at Florence, Italy, on March 20. His activities were numerous and varied; he had been at different times an editor, author, campaigner, traveler, lawyer, and a distinguished authority on folk lore. He wrote a number of books on industrial training and contributed articles to "Appleton's Cyclopedia." Harvard awarded him the degree of A. M. "for literary and political services during the Civil war." He produced the Breitmann ballads, which had an enormous vogue in this country, Canada, England, and Australia. He devoted himself for some years to introducing industrial education into the public schools of Philadelphia, and later established the British Home Arts and Industrial Association. He was one of the originators of the Folk Lore Congress at Paris in 1889, and discovered the Shelta language. He also published several volumes of Indian folk-lore verses.

### Dean Farrar Gone.

The Very Rev. Frederic William Farrar, dean of Canterbury, teacher, preacher, and author, died on March 22. His university education began at Cambridge university where he distinguished himself by his scholarship, taking honors in classics and mathematics. After leaving Cambridge he became assistant master in the famous school at Harrow. In 1871, he was appointed head master of Marlborough college, a post which he occupied with distinction for five years. In 1870, he was appointed Hulsean lecturer at Cambridge. He also held the post of Bampton lecturer at Oxford. In 1876, he became canon of Westminster, and in 1895, dean of Canterbury.

Dean Farrar was famous as a writer, his printed works numbering over fifty.

(Other Obituary Notes on page 396.)



## Letters.

### "The Next Step in Human Progress."

THE SCHOOL JOURNAL of March 21 contains an article by Mrs. Mary H. Hunt that attracts my attention, and with most of her conclusions I heartily concur. In what I now say I have not the slightest desire to reflect upon a woman for whom I have the highest regard, and for whose self-sacrificing and disinterested efforts in behalf of the children I have always had the greatest respect.

Nearly twenty years ago, the state of Vermont, at Mrs. Hunt's urgent demand, passed a law requiring the study of "stimulants and narcotics" to be not only taught in all the schools of the state, but that a text-book be put in the hands of all the pupils who could read. A commission was appointed by the governor to select the books, and two books endorsed by Mrs. Hunt, and Brands' which she would not endorse, were adopted. The school officers of the towns and cities were empowered to order as many books upon these subjects as they pleased, certify the number to the secretary of state, and the bills were paid out of the state treasury. If we can trust a little to the reports, many towns not only ordered a sufficient number of the "endorsed" physiologies, so that every pupil who could read should have one, but the good people at home were not forgotten, and, in addition to these "endorsed" books, the towns bought, and the state paid for, several thousand copies of Brands' "Lessons on the Human Body,"—a physiology which, then and now, fully treats the subjects of "Stimulants and Narcotics," but a book which Mrs. Hunt, for what were to her no doubt good reasons, refused to endorse. It is a fair assumption that all these books (new ones purchased as the old wore out) have been in the school-rooms and upon some portion of each school day in the hands of the pupils, and the subjects taught as required by a most drastic law. All the boys to whom these books were first given are now voters, and, after fifty years of prohibition, the state has passed a local option law, and six cities and more than eighty towns, out of two hundred and forty, voted, at the annual town meeting on the first Tuesday of March of this year, to open the saloon. Moreover, it is the universal testimony of the people of that state that it was the vote of the young men that carried the state for local option, and so many of the towns for the saloon. Here is food for thought, and I hope that Mrs. Hunt's facile pen will give us some explanation.

Vermont is the state in which I spend my summers, and for years I have been in close touch with the people. It can not be charged that the people have suddenly discovered that prohibition does not prohibit, or that all that has been said regarding "stimulants and narcotics," is not true, but there has been a growing sentiment in favor of a change, culminating in the legislation of the autumn of 1902. Almost as I write, one branch of the New Hampshire legislature passes a local option bill by an overwhelming majority, and this bill seems sure to become a law. Almost contemporaneously with Vermont and other states, New Hampshire made the study of "Stimulants and Narcotics" obligatory in all the schools. I cannot believe the temperance sentiment in New Hampshire and Vermont is less strong than ten or twenty years ago. What then, is the trouble? Personally, I have always favored the teaching of temperance in the public schools and no law was too drastic. Now, I begin to doubt whether we have hit the right method and are on the right track. With others, I want light. Very likely Mrs. Hunt would gratify my pardonable curiosity, were I to write her direct, but it seems to me that here is something vital, something that concerns the educational public everywhere. In view of the fact that her theories are more than ever on trial will she tell us how it happened that all these years of teaching temperance in the public schools of Vermont and New Hampshire have brought about such astonishing results?

Wellesley, Mass.

BENJAMIN H. SANBORN.

### A Vital Subject in the Study of Physiology.

To the young people the study of physiology is very important. No education is complete without it. As it is taught to-day in our schools and colleges, it is good as far as it goes, but it does not go far enough. It is important for young people to know the form, size, location, and functions of the lungs, heart, and stomach; but when the study of physiology is wholly divested of all reference to the reproductive nature, it is, to say the least, defective to a pre-eminent degree.

So far as self-knowledge and self-government are concerned the student could with less loss be deprived of all knowledge of either his heart or his lungs, rather than to be left in ignorance of the sacred purpose and right government of his reproductive nature. The office of his lungs and heart would go on regularly and normally even if he were wholly ignorant of the fact that he had either lungs or heart. But with the organs of reproduction it is not so. Their purpose and functions do not place them among those organs of the body whose functions are involuntary, but they are quite under the direction of the mind and largely under the control of the will. Intelligence at this point is surely vital, and ignorance criminal, and often fatal. Ignorance here is destructive not only of the happiness and well-being of the individual, but affects the community and the state. Not to understand the many vital questions which relate to the exercise of those sacred duties—manhood, womanhood, parenthood—is to defraud the young of that knowledge which will enable them to think purely, live cleanly, and discharge in the right way, and in the right spirit, the most sacred duties which the Creator assigned to the creature when he made man pro-creator—or creator in God's stead.

Take out of the physiologies of to-day the study of the great organ that pumps the life current into all parts of the body and brain, obliterate every artery and vein, make no allusion to the existence or office of the heart, and you would not have rendered the study of physiology as incomplete and defective, or have deprived the student of information one-half as important and vital, as to omit all reference and even allusion to the reproductive nature and life, for about the reproductive nature center the most important interests of the individual, the family, the community, and the state. On the intelligence of the student concerning these matters will depend his physical, intellectual, and moral well-being. The reproductive nature touches every relation in life and influences destiny, and yet this subject is omitted not only from the physiologies, but from the private instruction of the student, because many of those to whom the young people look for instruction upon this subject shrink from their duty, simply because they have not themselves learned how to think purely and reverently of one of the most sacred subjects in the realm of human thought.

When the Creator constituted man as he did there was no impurity in his thought and there should be none in the mind of the parent or teacher. When the instructor teaches this subject as God intends, all impurity of thought will give place to intelligence and pure thinking.

SYLVANUS STALL, D.D.

Philadelphia.

### Instruction by Mail.

Permit me to express my appreciation of the timely warning in THE SCHOOL JOURNAL of March 7, in respect to certain correspondence schools which confidently proclaim their ability and willingness to square the circle and to perform almost any impossibility on payment of a sufficient fee.

Instruction by mail may be made effective for students who are earnest in their desire for knowledge, in subjects that are clearly set forth in adequate treatises, such as history, political science or the principles of jurisprudence. The teacher may direct his pupil's work, prescribe his



method of study and supplement the text-books and collateral reading by written lectures, advice, and suggestions. It needs no argument, however, to convince a person of ordinary intelligence that proficiency in the science of medicine or in the arts of sculpture, painting, music, literature and journalism cannot be attained by means of any such system of long distance pedagogy. A thoro education in the principles and practice of these professions may be acquired only under the personal guidance and inspiration of experts.

Especially is this true in literature and journalism. The kind of insight which has been termed "a nose for news" can be satisfactorily developed only under the immediate direction of an experienced journalist. Personality is the dominating force in journalism, which is both a record and an interpretation of current life. The faculty of perception and the power of expression demanded of the journalist to-day have never been evolved by the mail bag process.

A "school" or "college" of journalism that guarantees to fit students—no matter what their previous education, if any—to be editors-in-chief by a course of fifty-two lessons by mail in one year is obviously a fraud.

So-called schools of this caliber tend to discredit both journalism and teaching and will receive no encouragement from reputable members of either profession.

New York City.

H. DELMAR FRENCH.

## The Situation in Arkansas.

The Arkansas legislature has been in session about seventy days. Quite a number of wholesome measures with reference to school matters have been enacted. Among them is a change in the method of examining and licensing teachers. It fixes the third Thursday and Friday following in March, June, September, and December as the dates for examination; it requires all county examiners to hold examinations on those days and prohibits them from using the uniform questions sent out by the department of public instruction on any other dates. The bill also provides for a professional license, which, in addition to the requirements for a first grade, calls for an examination in algebra, plane geometry, rhetoric, general history, and civil government. A professional license is good for a period of six years in any county in the state.

The legislature has also passed a bill restricting the degree-conferring power of literary institutions and preventing the conferring of degrees on non-resident students and on students who do their work by correspondence. It prohibits institutions that are not chartered from giving any degrees whatsoever and restricts the chartered institutions as indicated above.

A graded course of study for the common school districts of the state has been provided for. The course is to embrace all the subjects named by law to be taught in the common schools and to indicate the amount of work to be done each year. It is the duty of directors to see that the course of study is followed, and each teacher is required to leave in his school register a complete record of the pupils composing each grade in his school, the amount of work done by each class during the session, and the position of each class at the close of the school term.

The salaries of the state superintendent and of his entire clerical force of this department have been increased. The department of public instruction is by this act put upon an equal footing with the most important offices of the state. This of itself is significant of the awakened and increased interest in the cause of popular education.

A bill abolishing the office of county examiner and creating the office of county superintendent passed the senate and lacked a few votes of passage in the house. A motion has been made to reconsider and it is yet hoped by the friends of the measure that it will be passed by both houses.

A bill providing for the establishment of a state nor-

mal school is now pending in the house and it is believed that it will be favorably considered by both branches of the general assembly.

As a whole the outlook is extremely encouraging and the friends of popular education are rejoicing at the kind consideration and friendly treatment which the public schools are receiving at the hands of the general assembly.

## Notes of New Books.

(Continued from page 389.)

After giving these general directions, the author proceeds to point out the classes of birds upon which it is wise to begin. These are illustrated by reproductions of the most exquisite photographs, particularly of nesting birds and fledglings. Wild animals, too, are shown in some of their native haunts, and stalking with the camera is advocated in the place of with the gun. Even reptiles and insects have been caught by the author and are shown just as they appeared in the living form. Here is truly a field for a new art, and Mr. Dugmore deserves all honor as a successful pioneer. (Doubleday, Page & Company, New York. Price, \$1.35 net.)

*The Schools of Cincinnati*, by John B. Shotwell, published by the School Life Company, is a handsomely bound volume and an interestingly written history of the rise and development of the schools of that important city. While the general work of preparation was done by Mr. Shotwell particular chapters were the work of other individuals. Thus we have a brilliant sketch of the system by W. H. Morgan, formerly superintendent of the Cincinnati schools.

The work is finely illustrated with cuts of buildings, members of boards of education, teachers, and others who have played a part in building up the excellent school system of the city. A particularly good account is given of the famous Woodward high school.

It is interesting to note in passing that the votes of women for members of the board of education had fallen in 1900 to 1974, a smaller number than in 1897. Beginning with 1850, the following have been the superintendents of the Cincinnati schools: Nathan Guilford, 1850-2, salary, \$800; Joseph Merrill, 1852-3, salary, \$600; Henry A. Barnard, Oct. to Dec., 1853-4; A. J. Rikoff, 1854-8, salary, \$1,200; I. J. Allen, 1858-61, salary, \$1,700; Lyman Harding, 1861-7, salary, \$3,500; John Hancock, 1867-74, salary, \$3,500; J. B. Peaslee, 1874-86, salary, \$4,500; E. E. White, 1886-89; W. H. Morgan, 1889-99; R. G. Boone, 1899.

A story of the speculation in wheat carried on by Chicagoans, appears under the title *The Pit*, by which is meant the room where the traders in this cereal meet, and not that other pit supposed to be without a bottom. The late Frank Norris made this a second in a series, the first being "The Octopus."

It is a remarkable story and reveals in a startling way the effect of speculation upon men and women, the loving and the loved. While it is an exciting story it is told in a fashion to stamp the writer as an exceptional man with the pen. It can be called a really good novel. It does not set out to preach a sermon, but it leaves the effect of one, for all that.

A fine character is portrayed; he falls in love, marries, speculates in wheat; is made into a partial maniac—this is the skeleton of the story. But in the hands of Frank Norris it takes on flesh, beauty, grace, motion, and power. One comes to conceive in such a book how and why it is that men carry on this speculative warfare, one fighting the other. It all seems glorious like a battlefield until we see, as here, the dead and wounded. While we write we read that Armour is making a "corner in wheat" just as Norris describes it. (Doubleday, Page & Company.)

*Harper's Cook Book Encyclopedia*, arranged like a dictionary, and compiled under the direction of the editor of *Harper's Bazar*. This volume has contributions from many famous authorities on cooking, including Maria Blay, Christine T. Herrick, Margaret Sangster, Elena de la Torre Bueno, Marion Harland, Mary J. Lincoln, Josephine Grenier, Ysaquique, and others. The first effort in preparing this book has been to arrange every recipe on every subject so that any housekeeper can find exactly what is wanted at once, simply by opening the book as you would find a word in a dictionary. This has been effected by arranging the whole work alphabetically and by a most complete system of cross references. By this plan similar recipes are grouped under general headings, so that in looking up any recipe the reader is offered a variety of recipes on the same subject, without the necessity of hunting thru a maze of indexes. This arrangement and the high quality of the recipes give the book a very great value. (Harper & Brothers, New York. Price, \$1.50.)

You should not feel tired all the time—healthy people don't—you won't if you take Hood's Sarsaparilla for a while.

## The Educational Outlook.

### Business Training Needed.

A plea for commercial education by the high schools and universities was made by Dr. Edmund J. James, president of Northwestern university, in his lecture before the Twentieth Century Club at Boston on March 7. He began by pointing out that this century would go down in history as that of wonderfully increased wealth, rising democracy, and spreading education, and that the problem of education was to find a curriculum which should give a suitable and adequate basis for the business of life. The general course given in the secondary schools, he said, was primarily for the children of the well-to-do, inasmuch as it prepared them for college, and thus for the professions. But the function of the American system of education, he thought, was first to seek out and to develop to the highest degree of efficiency the individuals of special capabilities, and second, to train in the broadest and most efficient way the large mass of individuals who have only the ordinary prospects. Since business was the direction in which many found their natural tendencies, he would have the universities teach business methods and train students to be not merely business men, but leaders in the field of business and industry.

He held that in the lines of business management the people of this nation show notable lack of training. He instanced the upheavals of the banking business and bankruptcy of many railroads as instances of this. Business men to-day, he said, were looking for a center of study, a curriculum, which shall serve as a core to business training. Dr. James said that in time it would be inevitable that all leading universities should institute such courses and that the high schools should do for their students what the so-called commercial colleges are doing at present.

### Present Educational Needs.

Prof. Paul Hanus, of Harvard university, recently gave a talk in the Second Unitarian church, at Boston, on "Contemporary Educational Needs," in which he divided the faults in our present educational system into two groups—faults for which the public is directly responsible, and those for which the teachers are responsible. The public demands the entrance of too young children to the primary schools and then it fails to provide appropriate playgrounds or gymnasias for them. It demands two sessions and places an excessive number of children in the care of the teacher.

On the other hand, the superintendents and teachers fail to impress on the public that these defects exist and can be remedied only by greatly increased appropriations. Then there are the defects of unnatural and artificial school life—cram and hurry; the evils of promotion examinations—too much home work and lack of thoroughness. So far as these defects exist, and some of them are found in every school system, the teachers are responsible for them.

Professor Hanus holds that our school programs are too congested. This has come because in their growth the old has all been retained. One-half of all the arithmetic should go and two-thirds of the grammar. Besides, while all the pupils should undertake the elementary studies, it is wrong to demand that all shall reach the same attainments in them. Besides, too many studies are often pursued at one time.

Turning to the high schools Professor Hanus holds that the girls should not have as many studies as the boys. While they have the mental capacity, it destroys health. So they should be five years in pursuing the same course that the boys

master in four. That is, there should be a wise administration that should remove the hurry and cram.

### New York Rhodesians.

In response to the invitation of President Butler, the presidents of the colleges of New York state met at Columbia university on March 26 to determine the basis upon which the award of the two Rhodes scholarships should be made. It was decided that in the state of New York the administration and award of the scholarships shall be intrusted to a committee of three, to be elected by the heads of the colleges for men. The committee will consist of President Butler, of Columbia, elected for three years; President Schurman, of Cornell, for two years; Chancellor Day, of Syracuse, one year. The conditions regulating the award are to be as follows:

The candidates for the scholarships to be eligible shall have satisfactorily completed the work of at least two years in some college of liberal arts and sciences in this state. Except under extraordinary circumstances, the upper age limit shall be twenty-four years at the time of entering upon the scholarship at Oxford. To be eligible the candidate shall be a citizen of the United States or the son of a citizen, and must be unmarried.

George R. Parkin, the representative of the Rhodes estate, stated at the conference that during the past three months he had visited the different states, and the requirements adopted were generally the same as those adopted for New York, altho in Maine, New Hampshire, Vermont, California, and Oregon, the colleges will each in rotation, award the scholarship to one of its students. In Massachusetts, Rhode Island, and Connecticut, the authorities have reserved the right to make the award directly from the secondary schools.

### Art Teachers to Meet.

The announcement of the Eastern Art Teachers' Association, which is to hold its fifth annual session at Baltimore on April 22 and 23, and at Washington on April 24, has just been published. Several new features appear on the program. The society holds its first annual exhibition, to which twenty towns and cities will contribute art work of children of the public schools.

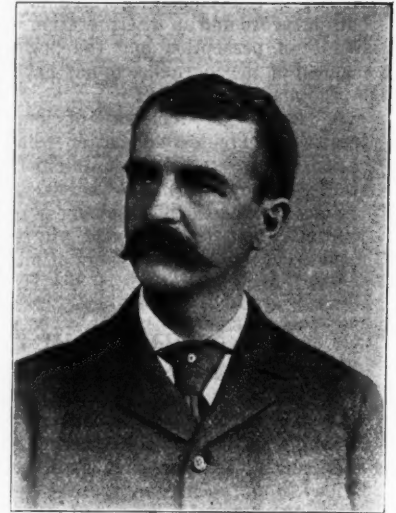
The speakers include some of the most prominent workers in the field. Dr. George Lansing Raymond, of Princeton university, will give one of the principal addresses.

Special rates have been granted by the New England, the Trunk Line, and the Central Passenger associations, thus covering practically the whole United States.

### A Model School.

In connection with Owens college, Manchester, England, says the Westminster Gazette, there has been established a somewhat novel kindergarten and primary school. Its aim is to teach the children who attend it and demonstrate to the students at the college the best methods of teaching the young. A scheme has been drawn up which is an attempt to put into practice all the best ideas of English and German educators, and, according to this scheme, children whose ages vary from three to thirteen years are taught, their teachers being the students who are training for the teaching profession. Some interesting experiments are being carried on; the study, for example, of the influence of Greek stories on children seven or eight years old. Geography is taught, particularly in its association with history, as much as possible out of doors. For example, to

assist the children in the study of Tudor times, they are taken on excursions to the old Tudor mansion near Manchester. The children are taken into the fields to study botany, hills, and valleys. Drawing and modeling are taught to even the youngest child, and little ones who have no power of language to describe Red Riding Hood's wood or Hector's armor are said to be able to draw representations of either on a blackboard without the least hesitation. The school has been working for eleven months, and is making excellent progress.



SUPT. VERNON L. DAVEY, of East Orange, N. J., who has just been re-elected at an increased salary.

East Orange, N. J., is a charming suburban city in the metropolitan district. Hitherto, in company with Worcester, Mass., and a few other equally timorous towns, it has subjected its superintendent of schools to the ordeal of annual election. At last a more intelligent view has prevailed, and the superintendent's term of office is made five years. Mr. Davey has a wide circle of friends among the schoolmen of the country, who think very highly of him and his work, and will appreciate the act of the East Orange board. He is a keen, clear-sighted, tactful executive, under whose twenty years of administration the schools have won enviable standing.

### Recent Deaths.

Charles H. Babcock, for the last ten years superintendent of the public schools of Westerly, R. I., died on March 24 in Norwich, Conn.

MILTON, MASS.—Mr. James H. Lee, lately teacher of physics in Milton academy, died at Rome, Italy, on March 23. He had been spending the year abroad for rest and recuperation.

Mr. Henry A. Morgan, widely known as a generous giver to educational institutions, died on March 21. He was a trustee of Wells college, Aurora, and of Auburn Theological seminary.

The Rev. Dr. J. Isham Bliss, formerly professor of rhetoric and English literature in the University of Vermont, died at his home in Burlington, Vt., on March 17.

The Rev. Dr. John Peate, an astronomer of national reputation, died at Greenville, Pa., on March 23. He took up scientific study as a recreation and then began the manufacture of telescope lenses. His first lens was presented to a society in Calcutta, India. In all, he made twenty glasses over twenty inches in diameter, the last one being presented to the American university at Washington. This is said to be one of the largest reflecting lenses in the world.



## The Metropolis of the New World.

The high school principals of the five boroughs have organized an association with Dr. Edward J. Goodwin, of the Morris High school, as president.

The board of education has decided to introduce a course of lectures in German for adults during the season of 1903-4.

The New York aquarium has informed the school authorities that it will supply the material for balanced aquaria in class-rooms of the public schools. In the near future the principals will receive detailed information on this subject.

At the dinner of the Male Teachers' Association, the subject for discussion was "The Professional Advancement of the Teacher." Mr. Robert C. Ogden, chairman of the Southern Educational Board, was the guest of honor. In his address he spoke especially of the influence of teachers in molding character. Professor Thorndike, of Teachers college, and Professor Lough, of New York university, spoke in favor of the proposed clubhouse.

The recreation pier at the foot of East Third street, which has been fitted up as a public school at an expense of \$26,000, and which has just been occupied by twenty-two classes, will have to be abandoned on April 15 unless the dock department allows the school to keep open longer. The department holds that the pier must be vacated by that time, so as to allow it to be fitted up in time for the annual opening. The expense and the short time the pier will be kept open make the experiment decidedly unprofitable. However the same fittings can be used again at little additional expense.

The boys' department of P. S. No. 15, the old fifth street school, took farewell of the old school building on March 23, where it has been located for sixty-one years. The program included addresses by Prin. Nathan P. Beers, Deputy Attorney General Maurice B. Blumenthal, and District Supt. Gustave Straubenmüller. Principal Beers was appointed principal of this school in April, 1850, and has not missed a day since.

City Superintendent Maxwell has announced that undergraduates of the Normal college, the City college, any city training school, or the Jamaica State Normal school are not eligible to apply for any position in the evening schools for the school year of 1903-04.

The by-law committee has adopted the following by-law changing the age limit for license as assistant to principal (women) to fifty years. "In the case of applicants who have been ten years in the supervising or teaching force of the public schools of the city of New York, the maximum age for licenses as director of a special branch and as principal of an elementary school shall be, for a man fifty-five years, and for a woman fifty years, and for license as assistant to principal (woman only) fifty years."

Prin. James Frank Wright, of P. S. No. 7, corner of Chrystie and Hester streets, will retire at the close of the present year, after nearly half a century as a teacher. He began teaching at Hudson, N. Y., in 1855. In 1859 he entered P. S. No. 20 in New York. In 1863 was appointed vice-principal, and in 1873, principal, of P. S. No. 7.

Owing to the necessity of providing substitute teachers in the high schools a license as substitute teacher has been created. To be eligible for such license the applicant must have one of the following qualifications: (a) graduation

from a college or university recognized by the regents of the University of the State of New York. (b) For manual and commercial branches graduation from a satisfactory high school or institution of equal or higher rank, and two years satisfactory experience in teaching in secondary schools.

The department of fine arts of Pratt institute announces an exhibition of photographic reproductions in tone and color of the works of Arnold Böcklin, loaned by George Busse, of New York, to be held in the galleries of the school from March 17 to April 4, from ten to six, and from half-past seven to half-past nine, daily except Sundays. Böcklin was a colorist who depicted landscapes in such a manner as to make him one of the leading modern painters.

### School Hygiene.

In the course of a talk on "Tuberculosis in Children" Dr. Abraham Jacobi ridiculed the extensive use of alcohol as a subject for hygienic teaching in New York public schools, paid his respects to the Woman's Temperance Union for its efforts in securing the adoption of the alcohol text-books, and warned the school teachers of the city how much they should know about disease.

He said that the school buildings were too hot, the windows were opened too indiscriminately, and thousands of tubercular fatalities in the city might be averted by a little knowledge. There was no use of forty-two pages on alcohol in a hygienic text-book, for eight or ten pages would contain all the hygienic training that could be instilled with profit into the child's mind.

Teachers and mothers ought to lengthen recesses and vacations and keep children away from dust.

### A New Schoolship Needed.

J. Pierpont Morgan recently held a consultation with the sub-committee of the Nautical school committee of the board of education looking towards the improvement of the facilities for educating the American boys destined for ship masters. This committee was appointed to consider the ways and means of securing for New York a schoolship that shall be modern and up-to-date. The St. Mary's is over sixty years old and has been used since 1874. It is now agreed that she should be replaced by a craft suited to the requirements of the modern sailor. The plans of the committee call for a vessel of the "auxiliary" class, employing both steam and sail. The cost is estimated at \$250,000.

### Good for District 3.

Local school board No. 3, at its last monthly meeting, declared that the present amount of time given to recess, ten minutes, is entirely too small and decided to take steps to have it lengthened for the youngest primary children.

It was resolved that the repainting of school buildings during the summer was a necessity and would have a beneficial effect upon the neighborhood.

In appointing assistants to principals it was resolved that in the future this board would endeavor to get such assistants as could act as interpreters between the principal and a majority of the foreign element.

### The New Juvenile Asylum.

Science has progressed far enough to make it plain that environment during the years of childhood will outweigh heredity. With this idea in mind the New York Juvenile Asylum intends to leave its barrack-like buildings and es-

tablish a model village for the vagrant and destitute children of New York in the Westchester hills. This village, says the Brooklyn Eagle, will cover 227 acres in the town of Chauncey. Here the children are to live according to the cottage system with twenty boys or fifteen girls to a family. These families will be in charge of men and women who will have full control of the children, except when they are at school, in the industrial shops, or on the athletic field. Even then their supervision over the children must be general. These directors are to approach as nearly as possible to the child's real parents, to give him personal care, interest, and sympathy which never appear under the asylum system.

The cottage system idea for the bringing up of children that are wards is by no means new. It has passed the theoretical stage long since. In England, Germany, and France it has been in practice for many years and there are many examples of the system in this country. But the New York children's village is to be in advance of anything heretofore attempted. A million and a half dollars is to be spent on the buildings alone, exclusive of land and equipment.

Architecturally this plan is of great interest. There will be seventy-five buildings, sixty of the cottages for boys and girls; two schools, two industrial buildings; an office building for the administration and a clubhouse for teachers, where the teaching force will reside; a private house for the superintendent, a boys' gymnasium, a girls' gymnasium, a church, a laundry, a central kitchen to furnish meals for the boys' cottages, a power-house, a hospital, a conservatory, a gardener's cottage, and barns.

A style of architecture that may be best characterized as early English has been made use of for the cottages, but there will be a number of types. Some are to be of stucco alone, some of beams and cement; some partly of brick. All are to be of good size, the average having nearly seventy feet frontage.

In the girls' cottages each girl will have her own room, which she will have to care for herself. In addition she will be taught housework. The girls will clean, mend, sweep, wash, sew, and cook. Beside their housework, needlework, and school, the girls will be required to take regular exercise in the special gymnasium.

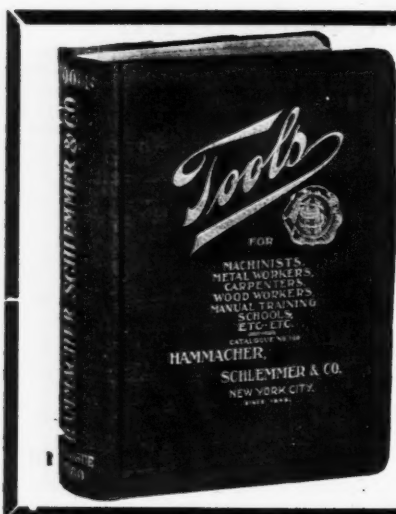
There will be two distinctive sorts of boys' cottages, the separate room cottages and the dormitory cottages. The idea of this is to make a room for a boy, a room all his own, an honor. For a boy to be in an honor cottage will signify that he is a boy that can be trusted.

In the dormitory houses there will be ten beds in each dormitory, two dormitories to a house, and in these houses there will be but two floors. Each of the boys' cottages will have a large living room, where there can be family sociability.

Beside whatever work they may do about their house each of the boys will have his regular school duties to attend, and some course in the industrial buildings, in which the departments will include printing, tailoring, telegraphy, stenography, shoemaking, painting, blacksmithing, a machinist's and plumber's shop, a sloyd and general wood working shop.

The teachers' club will have accommodations for about eighty persons. This teaching staff will be distinct from the men and women in direct charge of the children and, unless by chance or unless they wish, will see the children only during school hours and in the school buildings. These buildings will be thoroughly equipped, will have lecture halls and one, at least, special rooms for museum pur-





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#### School of Agriculture Closed.

Mr. George T. Powell, director of the school of practical agriculture and horticulture in Poughkeepsie, has announced that the institution will be closed and its property sold. The school was started three years ago on an experimental basis, and since that time \$50,000 has been ex-

pendent in maintaining it. Work was first begun at Walter W. Law's estate, Briarcliff Manor. Last fall R. Fulton Cutting bought 400 acres of land near Poughkeepsie to establish the school on a permanent basis. Director Powell endeavored to raise \$150,000 to equip the property with suitable buildings, stock, and implements. He secured about \$50,000, but not enough to go on with the enterprise, and it was decided to close the school and sell the furnishings of the two leased buildings and the stock and implements on the farm.

Mr. Cutting has presented a plan to the New Hampshire Agricultural college at Durham, N. H., to take over the work and carry out the plan of practical agricultural and horticultural instruction devised for the Poughkeepsie institution.

#### The Burton Holmes Lectures.

The lectures by Burton Holmes present a succession of pictures of the country and people that give a clear idea of life in the Scandinavian peninsula. The country strikes one as valueless on account of its continuous mountains, and yet the people, tho poor, are very attractive. Education is attended to at home as well as at school, as in the case of Scotland. All travelers say it is the best country to visit on account of the intelligence and kindness of the people. Cattle are abundant because the country exports vast quantities of butter; fish forms a part of almost every meal. The last lectures (April 3, 4) tells of Mr. Holmes' visit to the North Cape, giving pictures of the sun taken at midnight.

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## Chicago and the Northwest.

The Chicago Teachers' Federation has elected the following officers for the ensuing year: President Louie L. Kilbourne; recording secretary, Anna M. Murphy; corresponding secretary, Joseph Nichols; treasurer, Sarah A. McDonald.

The Illinois legislature appointed a committee to investigate the Chicago board of education, but it failed to give the committee power to compel the appearance of witnesses.

A special committee, composed of the heads of departments of the Chicago school system, has been appointed to investigate the installation of telephones as proposed by Superintendent Cooley. Bids are to be invited for furnishing public nickel-in-the-slot machines.

The Chicago Teachers' Federation and its ally, the Chicago Federation of Labor, are now bending their energies towards defeating the educational bill of the Chicago board of education. It is attacked on the ground that it would establish an autocracy.

Chicago has been experiencing a shortage of teachers on account of the prevalence of grip in the city. Over 600 were absent in one week and the substitute list was quickly exhausted. Classes were doubled up and even the principals taught so that the situation was tided over. The matter was helped by the fact that over fifty per cent. of the pupils were also absent at one time. Twenty-five per cent. of the evening school pupils did not appear.

Teachers in the Chicago public schools must pay their bills, otherwise they will have to look for employment elsewhere, says the school management committee. The specific case which caused the committee to act was that of a young woman teacher who was married last year. Her creditors charged that she failed to pay

for her wedding clothes, and that she also owed \$190 for board. The committee ordered her to pay her bills or look for a new place.

Dr. Henry A. Milles, A.B., A.M., Indiana university, and Ph.D., Chicago university, has been appointed assistant professor in the economics department of Leland Stanford university.

### A Milwaukee Pension Plan.

The Principals' Association of Milwaukee has drafted a pension bill for teachers in that city. The bill provides for a permanent and a general fund. The former is to be made up of gifts and legacies, specifically given to the fund, and a sum set apart by the board of trustees. The general fund is to be made up of gifts and legacies; all amounts retained from salaries of teachers under the provisions of the act, and the interest derived from the permanent fund; five per cent. annually of all excise money or license fees belonging to the city and derived or received by the city from the granting of liquor licenses, and all deductions made from the salaries of teachers on account of absence from duty or for any other reason whatever.

### Minnesota Notes.

A bill was before the recent legislature to abolish the much discussed board of control which has under its authority the state university and normal schools. The friends of this body were able to prevent the passage of the bill so that the board will exist for two more years at any rate.

The new addition to the Moorhead Normal school is completed. This furnishes the school with a much-needed auditorium and gymnasium.

The legislature has passed the usual bill to give \$1,600 to every high school in

the state. This appropriation puts the high schools on an independent basis.

The Northwestern Minnesota Educational Association will meet at Fergus Falls on April 17.

The state legislature carried out the following recommendations of State Supt. Olsen, (that the working force of the state department of education be increased; that each of the state normal schools hold a seven weeks' summer session, and that the salary of the state superintendent be increased to \$3,500.

Supt. F. O. King, of Park Rapids, has been elected superintendent of schools in Aitkin.

The Moorhead high school has done considerable work in the line of school decoration. This school has recently spent \$250 on artistic works.

### The School for Superintendents.

In Omaha, from June 22 to July 3, a school, unique in the history of summer schools, is to be held. It will give instruction in the principles and practice of supervising and managing public schools. All the essential problems which rise up to confront administrators of public schools will be discussed.

The plan will be to give instruction thru lectures and round table conferences. Four or six lectures will be given each day during the term and on many of the days round table conferences will be held. The principal instructors will be State Supt. W. W. Stetson, of Maine; Supt. J. M. Greenwood, of Kansas City, Mo.; and Supt. C. N. Kendall, of Indianapolis. Supts. W. N. Davidson, of Topeka; R. E. Denfeld, of Duluth; J. A. Foshay, of Los Angeles, and A. B. Warner, of Tacoma, will each give a lecture or two upon special topics. This school should prove of help and inspiration both to those who have much experience in the work of superintendent or principal, and to the beginner in school administration.

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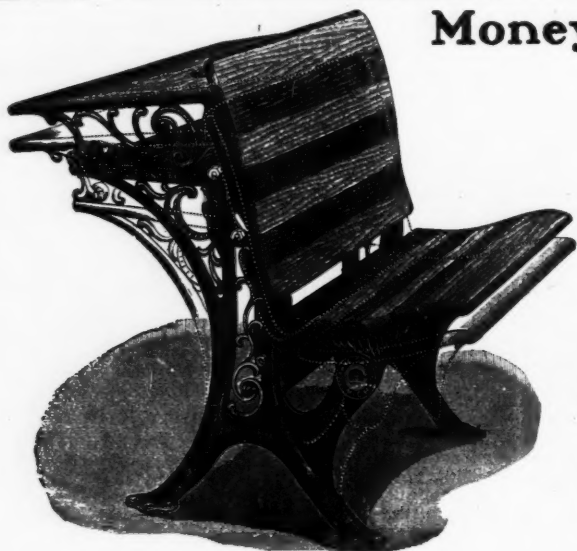
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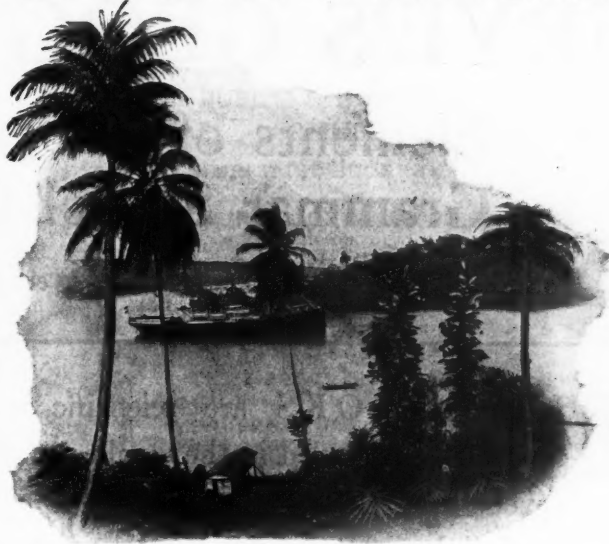
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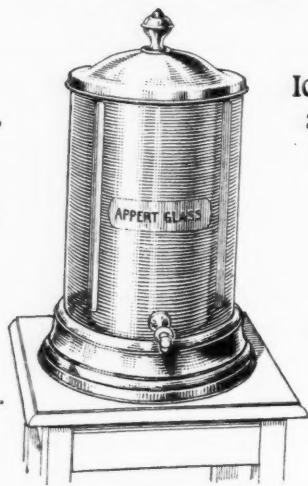
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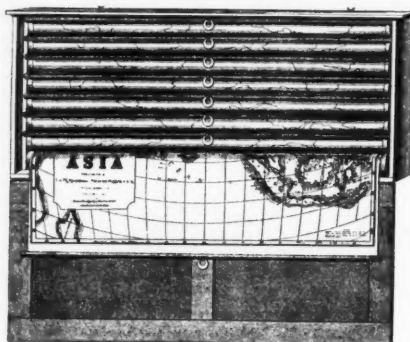
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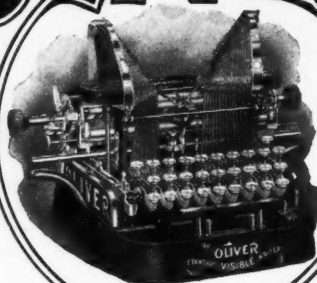
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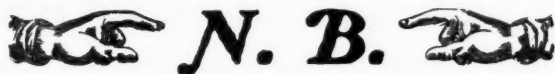
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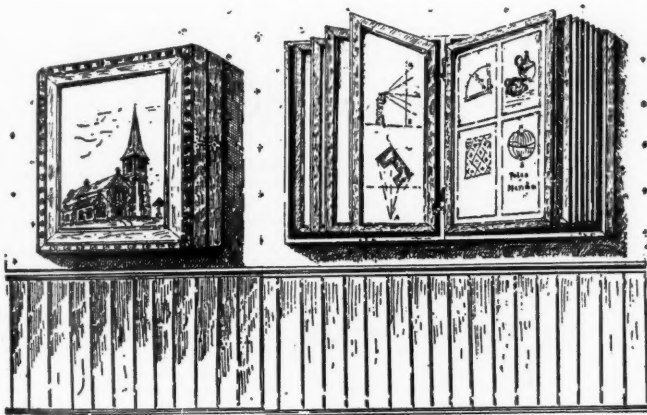
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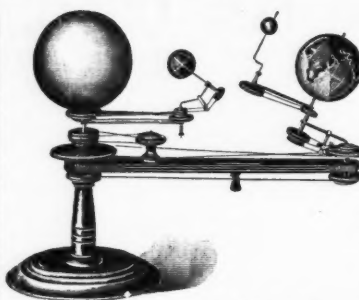
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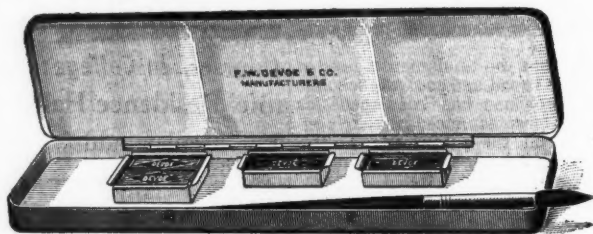
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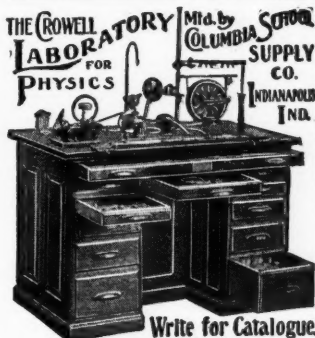
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The department of geology and geography offers especially wide opportunities for study. The object of the teaching in this department is two-fold; first, to give instruction on subject matter and method in geology, and physical geography for teachers in the high schools, normal schools, and colleges, and secondly, to offer in connection with these courses others on method for geography teachers in the grades. For the latter purposes the courses in dynamic geology and physical geography are intended to give the necessary physiographic basis on which the modern scientific teaching of geography is founded.

Among the instructors who will participate in the work at this session from other institutions are Prof. Albert P. Brigham, of Colgate university, Dr. A. McMurry of the Northern Illinois Normal school; Prof. John C. Rolfe, of the university of Pennsylvania; Prof. William MacDonald, of Brown university; Prof. C. W. L. Filkins, of the Colorado school of mines; Prof. C. N. Cole, of Oberlin college; Prin. Philip Emerson, of Lynn, Mass.; Prin. Frank Carney, of Ithaca; Supervisor Ray H. Whitbeck, Trenton, N. J., state normal; Dr. Margaret C. Ferguson, of Wellesley college, and Mabel B. Pierson, of the Girls' Collegiate school, Los Angeles, Cal.

## University of California.

The annual six-weeks summer session of the University of California will be held from June 25 to August 5. Instruction will be offered in philosophy, education, history, political economy, Greek, Latin, English, German, French, Spanish, Italian, mathematics, physics, chemistry, botany, physiology, zoology, mineralogy, civil engineering, drawing, entomology, forestry, agriculture, and physical culture.

Among the members of the faculty from other American universities will be Prof. George H. Palmer, of Harvard, for ethics; Prof. James R. Angell, of Chicago, for psychology; Prof. Paul Monroe, of Columbia, for educational methods; Prof. Albert Bushnell Hart, of Harvard, for history; Prof. Charles E. Bennett, of Cornell, for Latin; Prof. George R. Carpenter, of Columbia, and Prof. Robert Herrick, of Chicago, for English; Prof. Charles Palache of Harvard, for mineralogy, and Prof. Benjamin P. Bourland, of Western Reserve university, for French.

Many of the courses will be specially planned to fit the needs of teachers who wish to learn modern pedagogical methods, and to bring themselves abreast of the times in point of view and in judgment of material. All the resources of the library, laboratories, museums, and gymnasiums will be at the disposal of the summer students.

Among the notable features of this summer session will be the lectures on forestry by Dr. Gifford Pinchot, forester of the United States department of agriculture; and practical talks on school affairs by six California school administrators, State Supt., Thomas J. Kirk, Superintendents James A. Foshay, S. P. Greeley, John W. Linscott, and John W. McClymonds, and Pres. Samuel T. Black, of the San Diego State Normal school.

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The public schools of the District of Columbia are to have a corps of twelve physicians who will see to it that no child with a contagious disease is permitted to come to school, and who will look after the general health of the pupils.

The Ohio state university is to erect two new buildings, a physics building and an engineering building at a cost of \$80,000 and \$100,000 respectively.

The American Geographical Society has awarded the Cullum gold medal to the Duke of Abruzzi, in recognition of his services in his ascent of Mount St. Elias in 1897, and his Arctic explorations in 1899-1900.

The Historical Association of the Middle States and Maryland has elected the following officers for the ensuing year. President, Prof. Lucy M. Salmon, of Vassar college; vice-president, Dr. Frederick S. Edmunds, of the Central High school of Philadelphia; secretary and treasurer, Dr. Edward H. Castle, of Teachers college.

The Rev. T. H. McMichael, of Cleveland, Ohio, has announced his acceptance of the presidency of Monmouth, Ill., college. Mr. McMichael's father was president of the college for nineteen years.

In an address at Indianapolis, President Hadley, of Yale, urged the maintenance of the present four-year college course and objected to the proposed elimination of the classics from the curriculum.

On account of its refusal to co-operate with the authorities in carrying out the new Swedish compulsory military law, the seminary of the national school teachers at Sordavala has been closed.

The University of Notre Dame has conferred the Laetare medal upon Charles J. Bonaparte, a descendant of Napoleon's brother, Jerome Bonaparte, in acknowledgment of his services to the Catholic church. It is the highest honor the university can bestow.

ST. PAUL, MINN.—President Bridgeman, of Hamline university, has declared a ban on slang words and has instituted a crusade against them. If he succeeds in his attempts Hamline will be a unique institution. "Dickens" is a word he will not allow. "Bet," is another. "Holy Smoke" he characterizes as profane and sacrilegious.

The Southeastern Ohio Round Table met at Ohio university, Athens, O., on March 27 and 28. Among the topics discussed were: "The Teacher as a Factor in Education," "The Fundamentals of a Good Education," and "The Problems of Method," by Dr. Frank McMurphy, Teachers college; "Problems of School Administration," by Henry G. Williams, dean of the Ohio State Normal college and "The Relation of the High School and College," by Dr. Alston Ellis, president of Ohio university.

The regular summer school at Mount Union college, Alliance, Ohio, will be held from June 23 to August 7. Additional features have been added to the curriculum which insure a profitable session. The special features of the school this year are: Departments of grade work between the primary and high school, primary work, public school music, and school superintendence. Among the outside educators who are announced to give

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courses are: Dr. Henry Houck, deputy state superintendent of public instruction, of Pennsylvania; Margaret C. Zillafro, of the school of pedagogy, of New York university; Supt. Samuel B. Bayle, Erie county, Pa.; Supt. E. O. Trescott, Columbiana, O.; Supt. L. E. York, Barnesville, O., and Supt. E. S. Freed, Washingtonville, O.

Atlanta university has recently issued another number in its series of studies on the negro problem. It is entitled "The Negro Artisan," edited by W. E. Burghardt DuBois. It contains a short history of the negroes as artisans and a treatise on industrial education. Industrial training has developed, from desultory work, into manual training and trade education. These schools are gradually improving, and their influence is seen in their effect in dignifying manual toil and helping in a reconciliation of sections and races.

The condition of the negro artisan varies in different localities. In many cases he is gaining in numbers and efficiency; in others he is losing.

His greatest hindrance is lack of efficiency, but the opposition of organized labor is also a factor. The American Federation of Labor now receives unions which openly draw the color line; 500,000 laborers are members of unions which have admitted no negroes, 200,000 more belong to unions which have admitted but a few. The reports from employers are generally favorable to negro skilled labor, and the report concludes with an appeal for intelligence and wisdom in dealing with these rapidly developing economic forces.

## Teachers' Salaries in the South.

In many Southern counties the sheriff is allowed \$146 yearly, or forty cents a day, for feeding prisoners. Oftentimes the allowance is more than \$146 a year. But prison shelter, fuel, clothing, and medicine are extras, paid for out of the public funds. The average salary of teachers in four Southern states—North Carolina, South Carolina, Arkansas, and Tennessee—is less than \$146 a year, an amount only sufficient to pay for food for one person on the basis of prison fare. In some Southern states the average salary of teachers is somewhat more than \$146, but in no Southern state is the average salary twice as much.

## Sweden Interested.

A movement has been started in Sweden to raise a fund for the endowment of a professorship of natural science at the Augustana college, at Rock Island, Ill., which is the principal institution for higher instruction conducted by the Swedish Evangelical Lutheran Augustana Synod of America. The synod is the largest and most influential organization formed by the Swedes in this country for any purpose, religious or secular. It has three colleges and a number of schools, seminaries, but no university.

It has long been the hope of the leading men in the synod to see Augustana college equipped as a complete modern university.

A proposition to raise the endowment fund was first made in 1901 and received the approval of a number of Sweden's foremost men and women. The head of the committee in charge of the movement is the chancellor of the Swedish universities. It is hoped that the proposed professorship, which is to be named after King Oscar, will be an established fact before the next college year.

## Well Worth Considering

is the fact that **THE SCHOOL JOURNAL** is read by most intelligent and progressive people, who obtain and hold their positions by virtue of their intellectual competence.—*Adm.*

## Literary Notes.

The April number of the *Woman's Home Companion* announces three unusual prize competitions for the benefit of the church, the school, and the home, which are rather an opportunity for a co-operative exchange of ideas, and in which the magazine proposes to pay a cash prize to every one of its readers who can contribute an available idea or suggestion on any of the following topics: "How to Make School-Yards Attractive," "How to Make Pin-Money at Home," "How to Pay Off Church Debts."

A very high standard of literary excellence has been reached in *The International Quarterly* edited and published by Frederick A. Richardson, of Burlington, Vt., and republished in London by T. Fisher Unwin. In the opening article of the March-June number, Prof. T. W. Rhys-Davids, of the University college of London, eminent as an oriental scholar and author, compares and contrasts Christianity with Buddhism. In spite of certain similarities Professor Davids does not believe that the one borrowed from the other. Among the papers, fourteen in all, one of the most noticeable is a learned and most interesting article on "The legend of Death among the Bretons," by Anatole Le Braz, professor of literature in the University of Rennes, France, himself a native of Brittany and filled with Celtic lore, both of Ireland and France.

The April *Cosmopolitan* is a carefully balanced magazine. It appeals to the individual tastes of the many, and the many tastes of the individual. There are seventeen stories and articles—101 pictures. Chief place is given to a striking article on "The Americanization of the Canadian Northwest," written by William R. Stewart. A personal sketch of Björnsterne Björnson, the prophet-poet of Norway, is most entertainingly written, and is illustrated with a number of beautiful photographs of the poet's home.

How to properly ventilate a room is told in "Care of Invalids," issued by the medical department of The Mutual Life Insurance Company of New York. This book is sent on request to those who address the Home Office of the company, Nassau, Cedar, William, and Liberty streets, New York city.

The *Four-Track News*, published by George H. Daniels, for the New York Central & Hudson River R. R., shows that Mr. Daniels has the art of advertising by suggestion developed into a fine art. The descriptions and illustrations which this magazine always contains are almost sufficient in themselves to set the whole body of its readers to traveling.

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